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ABSTRACT

This curriculum guide is intended for use with mentally retarded adults who are enrolled in adult basic education classes. The curriculum provides guidelines to improve students' competencies in three main areas: general functioning skills and independence (transportation, interpersonal relationships, health and safety, goal setting, planning and spending money wisely, and government); academic skills (reading, math, money, use of a calculator, and writing), and personal qualities. The introductory section includes a description of the students involved in the field test of the curriculum, tips on working with mentally retarded students, a schedule, a student progress report, and directions on using the curriculum. Lesson plans containing a need statement, goal, objectives, session-by-session instructional plan, suggested supplemental readings, and recommended related math activities are included in each unit. Skits, discussion questions, worksheets, and samples are also included. (MN)

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AN
ADULT EDUCATION
PROGRAM
FOR
MENTALLY RETARDED ADULTS

Written and implemented
by

Jean Starnes
Imogene Damron

Developed for and funded by the
Texas Education Agency

ADULT BASIC EDUCATION
MIDLAND COLLEGE
MIDLAND, TEXAS

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PREFACE

This curriculum was developed for adults with mental retardation in Adult Basic Education classes. It was funded by a grant from the Texas Education Agency.

The curriculum was written to provide guideline to improve competencies in three main areas:

1. General functioning skills and independence
2. Academic skills
3. Personal qualities

The Lesson Plans follow the sequence of the Student Progress Report. The Appendix contains samples of worksheets and illustrations to be used with the Lesson Plans.

The curriculum was field tested in Adult Basic Education classes at Midland College in 1984-85.

The two teachers wish to thank Barbara Gideon, Director of Adult Basic Education at Midland College, for her valuable guidance and support. We also want to express our thanks and appreciation to Dr. Ruby Morris, Donna Wetzbarger, Sue Beasley, and Marti Vermillion who served on the review board and offered valuable suggestions.

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I FOREWORD

DESCRIPTION OF THE STUDENTS

IN THE FIELD TEST

HISTORY:

Adult Basic Education classes at Midland College for the mentally retarded began in the fall of 1979. Enrollment has increased from a few to thirty-six students in the fifth year. During the fourth year the teachers added more functional skills to the academics in keeping with student needs.

GROUPS:

The thirty-six students are now divided into two classes of eighteen students. Each class meets twice a week for two hours. One teacher teaches Reading and Writing to the two more advanced groups while the other teacher instructs the lower functioning groups in the same subjects during the first hour. After a fifteen minute break the second teacher teaches Math and Money to Groups II, III, and IV and the first teacher teaches the same subjects to Group I. The Groups are divided as follows:

	Group I	Group II	Group III	Group IV
Class A	7	4	5	2
Class B	10	3	4	1

In most cases there will be more students in the more advanced groups and fewer in the other groups. There are two reasons for this; one is that there are less people in the severe range of mental retardation and the other reason is that most people at the lower levels find academic education too frustrating to pursue after public school. The students in the two lower levels will require more individual attention than those in the other two levels.

AGES:

The range in ages for the thirty-six students was from nineteen to fifty-eight years of age. The students were divided into the following age groups:

Ages 16 - 24	fourteen students
Ages 25 - 44	twenty students
Ages 45 - 59	one student

BACKGROUND:

Most of the students had attended the local public schools, only two or three had lived in State Schools. Of the thirty-six students, thirteen work in a sheltered workshop setting, eight work in competitive jobs, one works in a school training station, four are looking for jobs, and the remainder are not currently in the job market.

The living situations for the students are as follows:

- in parents' home - twenty students
- in own home with mate - one student
- in local intermediate care facility - eleven students
- in a supervised apartment - two students
- in an apartment - one student

TESTING:

The Tests of Adult Basic Education (TABE), Form E, were administered to the students in the fall. Answer sheets were not used in an effort to keep it as simple as possible. The over-all results can be seen in Table I. The range of raw scores of Groups I and IV is in Table II. Table III contains a comparison of the mean raw scores of the tests administered in the fall and in the spring.

Some of the problems encountered during the two testing sessions include:

- reluctance to guess
- more concern over the neatness than the elapsing time
- lack of experience with timed tests
- insecurity resulting in asking the teacher, "Is this right?" during the testing.

Tips in using the TABE:

1. Test in small groups of students.
2. Test only two sections of the test each class period.
3. Remind the students that they should proceed to the next question and not spend too much time on one.
4. Check that all students taking the test understand the instructions by observing them.
5. Maintain a calm, positive atmosphere during the testing. Explain that the testing is only to show the teachers what the students know or have learned.

TABLE I

STUDENTS' T.A.B.E. SCORES

	RAW SCORES						GRADE EQUIVALENT					
	VOCA.	COMPR.	TOTAL	COMPU.	CONC.	TOTAL	VOCA.	COMPR.	TOTAL	COMPU.	CONC.	TOTAL
Student # 1	31	36	67	52	27	79	3.0	4.0	3.4	3.1	2.8	3.1
2	8	1	9	18	0	18	1.0	1.0	1.0	1.0	1.0	1.0
3	19	6	25	28	9	37	2.0	1.0	1.0	1.7	1.0	1.2
4	37	29	66	30	21	51	4.2	3.7	3.3	1.9	2.2	2.0
5	2	0	2	0	0	0	1.0	1.0	1.0	1.0	1.0	1.0
6	38	39	77	53	17	70	4.8	5.0	5.0	3.2	1.7	2.8
7	33	15	48	46	19	65	3.1	2.1	2.7	2.8	2.0	2.6
8	35	8	43	45	18	63	3.4	1.0	2.5	2.8	1.8	2.5
9	38	30	68	47	21	68	4.8	3.2	3.5	2.9	2.2	2.7
10	6	1	7	11	1	12	1.0	1.0	1.0	1.0	1.0	1.0
11	39	36	75	39	27	66	5.4	4.0	4.5	2.5	2.8	2.6
12	39	41	80	69	39	108	5.4	5.5	5.5	4.5	4.8	4.6
13	5	0	5	1	0	1	1.0	1.0	1.0	1.0	1.0	1.0
14	21	11	32	24	20	44	2.2	1.6	1.8	1.4	2.0	1.7
15	24	10	34	55	11	66	2.4	1.3	2.9	3.3	1.0	2.6
16	0	1	1	0	0	0	1.0	1.0	1.0	1.0	1.0	1.0
17	21	8	29	14	7	21	2.2	1.0	1.6	1.0	1.0	1.0
18	7	1	8	27	0	27	1.0	1.0	1.0	1.7	1.0	1.0
19	35	7	42	64	18	82	3.8	1.0	2.4	3.8	1.8	3.2
20	9	3	12	7	10	17	1.0	1.0	1.0	1.0	1.0	1.0
21	37	37	74	71	37	108	4.2	4.3	4.3	5.0	4.3	4.6
22	8	0	8	6	0	6	1.0	1.0	1.0	1.0	1.0	1.0
23	9	2	11	24	1	25	1.0	1.0	1.0	1.0	1.0	1.0
24	28	21	49	58	15	73	2.7	2.5	2.7	3.4	1.5	2.9
25	9	3	12	15	3	18	1.0	1.0	1.0	1.0	1.0	1.0
26	30	10	40	15	5	20	2.8	1.3	2.3	1.0	1.0	1.0
27	24	7	31	43	11	54	2.4	1.0	1.7	2.7	1.0	2.1
28	9	10	19	4	11	15	1.0	1.3	1.0	1.0	1.0	1.0
29	6	0	6	8	0	8	1.0	1.0	1.0	1.0	1.0	1.0
30	4	1	5	11	0	11	1.0	1.0	1.0	1.0	1.0	1.0
31	5	1	6	9	7	16	1.0	1.0	1.0	1.0	1.0	1.0
32	36	24	60	58	32	90	3.7	2.8	3.1	3.4	3.4	3.4
33	29	18	47	52	24	76	2.8	2.3	2.6	3.1	2.5	3.0
34	29	20	49	59	17	76	2.8	2.4	2.7	3.5	1.7	3.0
35	34	33	67	46	27	73	3.3	3.5	3.4	2.8	2.8	2.9

DESCRIPTION OF THE STUDENTS IN THE FIELD TEST

TABLE II

Range of raw scores of all students:

Vocab.	Compr.	Total	Compu.	Conc.	Total
0-39	0-41	1-80	0-71	0-39	0-108

Mean of raw scores of all students:

Vocab.	Compr.	Total	Compu.	Conc.	Total
21.25	13.45	34.71	31.68	12.71	44.39

Number of scores in each range:

	40-31	30-21	20-11	10-0
Vocab.	12	8	1	14
Compr.	6	4	4	21

	110-90	89-70	69-50	49-30	29-10	9-0
Total	0	4	5	10	6	10

	75-66	65-56	55-46	45-36	35-26	25-16	15-0
Compu.	2	4	7	3	2	4	13

	40-31	30-21	20-11	10-0
Conc.	3	6	10	16

	110-90	89-70	69-50	49-30	29-10	9-0
Total	3	6	8	2	11	5

Range of raw scores for Level I:

Vocab.	Compr.	Total	Compu.	Conc.	Total
28-39	7-39	42-80	45-69	17-39	63-108

Range of raw scores for Level IV:

Vocab.	Compr.	Total	Compu.	Conc.	Total
0-4	0-1	0-5	0-11	0	0-11

TABLE III

Comparison of mean raw scores on the TABE by group:

	Fall 1984	Spring 1985	Increase/ Decrease	Fall 1984	Spring 1985	Increase/ Decrease
		Group I			Group II	
Vocab.	33.2	34.6	+ 1.4	21.6	24.8	+ 3.2
Compr.	27.3	28.4	+ 1.1	10.1	11.2	+ 1.1
Total	60.5	63.0	+ 2.5	31.7	36.0	+ 4.3
Compu.	48.5	58.6	+10.1	17.0	19.0	+ 2.0
Conc.	23.5	23.6	+ .1	7.4	12.0	+ 4.6
Total	72.0	82.2	+10.2	24.4	31.0	+ 6.6
		Group III			Group IV	
Vocab.	8.8	12.8	+ 4.0	2.7	10.5	+ 7.8
Compr.	3.0	8.0	+ 5.0	0.5	5.25	+ 4.75
Total	11.8	20.8	+ 9.0	3.25	15.50	+12.25
Compu.	16.4	19.4	+ 3.0	3.00	2.75	- .25
Conc.	14.0	21.8	+ 7.8	0.0	3.75	+ 3.75
Total	30.4	41.2	+10.8	3.00	6.50	+ 3.50

TIPS ON WORKING WITH STUDENTS WITH RETARDATION

These tips are written for teachers who have had little or no experience teaching adults with mental retardation.

ATTITUDE

Expect progress. There is an old adage that states, "You only get as much as you expect". This is especially true in teaching persons with retardation.

Be positive. It is very necessary that you not only are positive in your thinking, but also maintain a positive tone of voice. Instruct students on how to do tasks correctly rather than illustrating how not to do them.

Set realistic goals. Remember that in some cases there will be years of frustration and negative feelings to be worked through.

Be patient. If a teacher illustrates patience with the students they will be more inclined to be patient with themselves and not become as frustrated.

Think of these students as adults. It may be necessary to remind them that they are adults and that you expect them to act as adults.

Be creative. If a student does not learn something the way it was first presented, present the material a different way.

Motivate the students. This can be done on both an individual basis and as a group. If their papers show effort, write "Good Effort" on them. For the group an end-of-semester party can be planned.

Insure that each student feels some success each day. This improves the student's self concept.

Promote the maximum ability of the students in a non-threatening manner. Many of these students lack self initiative and will perform at a minimum level if not gently pushed.

METHODS

Make the instruction applicable to the students' present day needs. For example, they need to know that the fourth digit stands for thousand, but to spend a lot of time adding thousands of dollars in drills is not appropriate.

Use objects that can be handled, such as flashcards, printed numbers, coins, etc. Many retarded persons can more easily direct their attention to something in their hands than to the printed word. They need to experience both concrete and abstract.

Use praise and other types of re-inforcement for real effort. It should be on an individual basis, but can be given to a whole group or class.

Ask frequent questions over material just read to improve the students' comprehension. Begin with just two sentences and gradually extend it to include a whole story or article.

Encourage the students to take turns telling an assigned story in their own words in sequential order.

Have the students take turns naming descriptive words of a very familiar object to increase their vocabulary.

Use real disconnected telephones when teaching the students to call emergency numbers. Role playing is also a good technique.

Use a current newspaper to study the ads when teaching students to spend money wisely.

Use real coins when teaching the students to count money. Their interest is greater than when fake or play money is used.

Communicate with the staff of an intermediate care facility or state school if there are students living in these places. Learning will be increased if both the A.B.E. teachers and the facility staff work toward some of the same goals.

COMMUNICATION

State instructions in as few words as possible. Too many words are confusing.

Restate the directions the same way twice. Some students with perceptual disorders need to hear a sentence twice to decipher the sounds.

Change the words and say it a different way if there is still confusion.

Speak with moderate tones. Loud voices make many people with retardation much more hyperactive.

Use gestures when the words and/or phrases are confusing to the students.

SCHEDULE

There will probably be four groups of students in these classes. The groups contain students of different degrees of academic skills. One student may be on one level in reading and another level in math. There is no quick and easy way to decide in which group a new student needs to be placed. Too many times a teacher will me misled by a student's social and verbal abilities. For example, if a student is extremely shy and has a speech defect he or she tends to be placed in a group of lower academic skills than may be appropriate for his or her academic level. A teacher may also be misled by a student with advanced social and verbal skills.

If there are four groups of students it is better to have two or three teachers. Volunteers may be used if there are not enough teachers, but they require guidance and supervision.

Below is a weekly schedule for one class made up of two teachers and four groups of students:

Session 1

	Teacher #1*	Teacher #2*
One Hour**	Unit study for all Groups.	Support and encourage the participation of students.
Fifteen Minute	Break	
Forty-five Minutes	Groups I and II work on money skills.	Groups III and IV work on money skills.

Session 2

One Hour	Reading and Writing for Groups I and II.	Reading and Writing for Groups III and IV.
Fifteen Minute	Break	
Forty-five Minutes	Math for Groups I and II.	Math for Groups III and IV.

* It is good for the teachers to decide before the school year begins which Units they would prefer to teach and each teacher leads the discussion for three Units.

** In some of the Units it is advisable to have the Unit Study after the fifteen minute break. This is especially true of the Transportation, Interpersonal Relationships, and the Government Units for which the students need to read over the materials before the whole class meets together.

TIME TABLE FOR THE TWO SEMESTERS

Week	Class	Major Activity
1	1	Discuss the rules; get acquainted
	2	Basic academic skills
2	1	Introduce the Transportation Unit
	2	Basic academic skills
3	1	Read and discuss the Transportation Skit
	2	Basic academic skills
4	1	Discuss the meaning of basic traffic signs
	2	Basic academic skills
5	1	Discuss and compute cost of transportation
	2	Review Transportation Unit
6	1	Introduce the Interpersonal Relationship Unit
	2	Read Interpersonal Relationship Skit #1
7	1	Rewrite Interpersonal Relationship Skit #1
	2	Basic academic skills; read the revision
8	1	Read Interpersonal Relationship Skit #2
	2	Rewrite Interpersonal Relationship Skit #2
9	1	Read revised skit #2; discuss appropriate behaviors at college
	2	Review Interpersonal Relationships Unit
10	1	Introduce Health and Safety Unit; discuss different kinds of medical facilities
	2	Basic academic skills
11	1	Discuss emergencies; illustrate how to telephone for assistance
	2	Basic academic skills
12	1	Discuss symptoms of serious illnesses; Illustrate how to telephone a doctor
	2	Basic academic skills
13	1	Discuss ways to maintain good health
	2	Basic academic skills
14	1	Discuss ways to prevent accidents
	2	Invite a nurse to review the Health and Safety Unit

SECOND SEMESTER

Week	Class	Major Activities
1	1	Introduce the Goals and Objectives Unit
	2	Basic academic skills
2	1	Discuss setting appropriate goals
	2	Basic academic skills
3	1	Discuss putting goals into action
	2	Basic academic skills
4	1	Discuss overcoming interference in achieving goals
	2	Review the Goals and Ojectives Unit
5	1	Introduce Spending Money Wisely Unit; explain a weekly allowance budget
	2	Basic academic skills
6	1	Discuss how to shop for food
	2	Basic academic skills
7	1	Discuss how to shop for clothes
	2	Basic academic skills
8	1	Discuss and complete a monthly budget
	2	Review Spending Money Wisely Unit
9	1	Introduce Government Unit; discuss the Constitution and the Legislative Branch
	2	Basic academic skills
10	1	Discuss the Executive and Judicial Branches
	2	Basic academic skills
11	1	Discuss the responsibility of the voters
	2	Basic academic skills
12	1	Stage a political debate
	2	Review the Government Unit
13	1	Review the Transportation Unit and Interpersonal Relationships Units
	2	Review the Health and Safety and the Goals and Objectives Units
14	1	Review the Spending Money Wisely and the Government Units
	2	Have a Last-Day-of-School Party

STUDENT PROGRESS REPORT

Student Name:____

Year:_________________

The student will work toward improved competencies in three main areas:

I. General functioning skills and independence

II. Academic skills

III. Personal qualities

I. General Functioning Skills and Independence

	Start of Year	Mid Semester	End of Year
A. Transportation			
1. Demonstrate ability to verbally outline plans for transportation.			
2. Expound the factors used to decide the type of transportation for different situations.			
3. Estimate the cost of transportation.			
B. Interpersonal Relationships			
1. Display an awareness of the feelings of others.			
2. Role play appropriate interpersonal behaviors in the home.			
3. Role play appropriate interpersonal behaviors at work.			
C. Health and Safety			
1. Name where and how to get medical help.			
2. Recite symptoms requiring immediate medical attention.			
3. List ways to prevent illnesses and accidents and maintain good health.			
D. Goals and Objectives in Life			
1. Tell the main reason for setting goals in life.			
2. List appropriate long and short range personal goals.			
E. Planning and Spending Money Wisely			
1. Illustrate how to budget a weekly allowance.			
2. Display knowledge of shopping for food (making lists, nutrition)			
3. Compare prices and plan to shop for clothes.			
4. List the basic budget requirements.			
F. Government			
1. Name the three branches of our government and the purpose of each			
2. Complete a Voter's Registration form.			
3. Experience the mechanism of voting.			

II. Academic Skills

	Start of Year	Mid Semester	End of Year
A. Reading			
1. Recognize five basic functional words or signs.			
2. Recognize ten basic functional words or signs.			
3. Read twenty-five simple words.			
4. Read fifty words.			
5. Read three and four syllable words.			
6. Demonstrate how to attack a new word.			
7. Answer simple questions on what has been said.			
8. Answer questions about the implied meaning of what is read.			
B. Math			
1. Recognize the number symbols from one to ten.			
2. Count by rote to ten.			
3. Count by rote to twenty.			
4. Add two numbers to the sum of twenty.			
5. Count by rote to fifty.			
6. Do addition facts involving carrying.			
7. Count by tens to one hundred.			
8. Do simple subtraction problems.			
9. Do subtraction problems involving borrowing.			
10. Recite multiplication facts from one to ten.			
11. Do multiplication problems involving two or three digit multipliers.			
12. Do simple division problems.			
13. Illustrate simple fractions.			
14. Do division problems involving remainders.			
15. Do complex division problems.			

	Start of Year	Mid Semester	End of Year
C. Money			
1. Name the five coins and tell the worth.			
2. Add change to fifty cents.			
3. Add change to one dollar.			
4. Make change using both dollars and cents.			
D. Use of Calculator			
1. Demonstrate how to care for a calculator.			
2. Demonstrate how to use a calculator.			
3. Work practical problems with at least 75% accuracy on calculator.			
E. Writing			
1. Print own first name.			
2. Print own full name.			
3. Copy functional words.			
4. Sign signature with cursive writing.			
5. Spell 20 functional words correctly.			
6. Spell 30 complex words correctly.			
7. Write simple sentences.			
8. Write a friendly letter using proper form.			
9. Write a personal business letter.			
10. Write a short essay.			
11. Do journal writing for self expression.			
III. Personal Qualities			
A. Cooperation			
1. Has to be told what to do more than once on a daily basis.			
2. Has to be told what to do more than once on a weekly basis.			
3. Has to be told what to do more than once on a monthly basis.			

B. Follows the Rules	Start of Year	Mid Semester	End of Year
1. Has to be reminded of the rules on a daily basis.			
2. Has to be reminded of the rules on a weekly basis.			
3. Has to be reminded of the rules on a monthly basis.			
4. Remembers and obeys the rules.			
C. Congeniality			
1. Is verbally disagreeable on a daily basis.			
2. Is verbally disagreeable on a weekly basis.			
3. Is verbally disagreeable on a monthly basis.			
4. Is congenial and friendly most of the time.			
D. Concentration			
1. Concentrates on task for ten minutes.			
2. Concentrates on task for fifteen minutes.			
3. Concentrates on task for twenty minutes.			
4. Concentrates on task for thirty minutes.			
E. Accepts Responsibility in Learning			
1. Is sporadically attentive.			
2. Is attentive 50% of the time.			
3. Is attentive 80% of the time.			
4. Completes homework on time.			
5. Requests homework to do.			
6. Seeks opportunity to learn more.			

DIRECTIONS ON HOW TO USE THIS CURRICULUM

This curriculum was designed to be used with adults with various levels of mental retardation. It contains instructions for teaching both functional and academic skills. The academic skills are taught to enhance the student's ability to perform functional skills. It is most important to teach the academic skills along with the functional skills. There are suggestions and illustrations on integration of academic with functional instruction. These are not extensive, but they are included to give teachers ideas on how to integrate the two. Suggested worksheets can be found in the Appendix.

The teachers in other locales may want to teach other functional skills. If they do, it is advisable to delete one or two of the existing units due to the time factor.

The lesson plans for teaching the academic skills were written in sequential order of difficulty. The individual student should begin at the level he or she is on and progress at his or her own pace. A teacher can expect a student to progress one or two steps in various academic areas as well as acquire some of the information presented in the Unit studies. How much progress will depend on the student's intellectual ability, his or her motivation, and the quality of instruction.

II GENERAL FUNCTIONING SKILLS LESSON PLANS

I

TRANSPORTATION

This unit is written to last four weeks.

During the first three weeks the students will meet as one group once a week to discuss the various aspects of transportation. During the fourth week half of both classes will be devoted to the unit discussion. The topics for these group discussions will be as follows:

Class 1:	introduce the unit by listing all the different types of transportation, the advantages of each, and the needed preparations for going places.
Class 3:	Read and discuss the Transportation Skit.
Class 5:	Learn to recognize and understand the basic traffic signs.
Class 7:	Discuss and compute the cost of transportation.
Class 8:	Review the information presented in this unit.

The unit discussion can be held during either the first or second half of the class. If it is held during the first half the students need to read the Transportation Skit over in smaller groups during the class prior to the one in which it is read in the large group. In the smaller groups the students can read stories and work math problems related to transportation. Some of these stories can be found in the Supplemental Reading materials. Stated math problems can be found in the Appendix. The students in Group IV may learn to recognize the needed functional words related to transportation. These words include Bus Stop, Taxi, Stop, Walk, Don't Walk, One Way, Do Not Enter, etc.

In classes 2, 4, and 6 basic academics skills will be stressed.

LESSON PLAN

Need: The student needs to be able to decide which type of transportation to employ for various trips. To do this he or she must be aware of the different types of transportation and the preparations necessary before going somewhere. The student needs to be able to estimate the cost of transportation. The student who walks or rides a bicycle needs to understand basic traffic signs.

Goal: The student will live a more independent life in regard to transportation.

Objectives:

1. The student will list different types of transportation and the advantage of each.
2. The student will demonstrate the ability to verbally outline preparation plans for transportation.
3. The student will estimate the cost of transportation.
4. The student will recognize the basic traffic signs and explain their meaning.

Plan:

Class 1. The teacher begins this Unit by asking the students in the class questions about transportation. General as well as specific questions should be asked. These questions may be: What is transportation? What are the various types of transportation? What preparations are needed before leaving one's home? How much does a taxi ride for three miles cost? What does the sign "Yield" mean? The students name as many different types of transportation as they can while the teacher writes them on the chalkboard. After nine or more have been listed the teacher asks various students to select the type to be used in going varying distances and for different purposes.

The class then discusses what one needs to do before leaving home. Getting dressed, combing hair, checking appearance, making a lunch if needed, getting a ticket if flying, and calling a taxi with pertinent information if needed are samples of responses.

Class 3. The next class the teacher gives the attached skit to the better reading groups. The students either read the skit to themselves or take turns reading parts in class. The teacher asks for volunteers to portray the three people in the skit for the whole class during the next class period.

The three volunteers read the skit before the whole class during the next class period. Each of the "Questions for Discussion" are discussed thoroughly. It is most important that the students give reasons for their opinions.

Class 5. The teacher shows the class as a whole ten basic traffic signs and asks the students what they mean. Each sign is discussed in relation to drivers, bicyclists, and pedestrians. These signs are as follows: STOP, RAILROAD CROSSING, YIELD, SLIPPERY WHEN WET, PEDESTRIAN CROSSING, ONE WAY, DON'T WALK, WALK, RIGHT LANE MUST TURN RIGHT, and NO PARKING.

The next class these basic signs are discussed in the smaller groups. Even the poor readers are encouraged to become familiar with many of these signs.

Class 7. The approximate cost of various kinds of transportation is the theme of the next class discussion. The set fares of taxis and buses, the cost of gasoline per gallon, as well as the cost of airplane fares to several popular destinations are written on the chalkboard. The skill of computing the cost of gasoline for a specified distance is taught to the students with better math skills.

Supplemental Readings:

1. A Basic Skills Book
   Talbot, Marie M., Solving Life Problems In Community Resources, 1, St. Louis: McGraw-Hill Book Co., Chapters 7, 8, 9 and 10.

Related Math Activities:

1. Groups I and II can do the Work Sheets Transportation 2 and 3.
2. The teacher can prepare work sheets that show the costs of riding a taxi and a bus to designated places and have Groups III and IV circle the higher costs. This can also be done with the costs of a car and a bus. This needs to be done on a local level to be applicable for the students.

TRANSPORTATION SKIT

Mary: I sure wish I could go see my sister. She lives in Austin and I haven't seen her since Christmas.

John: Lee High School plays a football game in Austin this weekend. I surely would like to see it.

Bill: Say, why don't we figure out some way to go to Austin?

Mary: That's an excellent idea. I know we could stay at my sister's if you and John took your sleeping bags.

John: Whom do we know who has a car and would want to go with us?

Bill: What about Mark? He goes to all of the Lee games and he has a brother who goes to school there.

John: Is he a good driver? I don't want to go if he isn't a careful driver.

Bill: Mark's a very careful driver and if I go I'll help him drive.

John: Bill, why don't you go call him and see if he's interested in going to Austin this weekend? Tell him we will buy the gasoline for the trip.

Later

Bill: Mark said he had to work Friday night but he might be able to switch with someone. He said it is dangerous to drive that far after working late the night before.

Skit (Page 2)

Mary: He's right. My brother-in-law did that and he dozed off while driving and ran his car into a tree. We don't want that to happen to us.

John: When is Mark going to know if he can switch with someone at work? If we can go I need to get some money together.

Mary: So do I. I wonder how much it will cost to buy gas for Mark's car.

Bill: His car is not a big one and it's rather new, so it probably gets about thirty miles to a gallon.

Mary: Well, I know it's around three hundred miles from here to Austin, so round trip would be six hundred miles.

John: If we divide six hundred miles by thirty miles, that would be twenty gallons. Bill, what is the cost of gas these days?

Bill: If you pump it yourself, gas is around $1.05 per gallon. Let's see, $1.05 multiplied by twenty would be $21.00.

John: If we split that three ways, it will cost each of us $7.00. That's not bad!

Bill: Remember, we also need money for the football game ticket and for our food.

John: Yes. And, I think if we stay at Mary's sister's house, it would be appropriate for us to offer to take her and her husband out to eat Saturday after the game. Don't you agree?

Skit (Page 3)

Mary: That would really please my sister.

Bill: If we don't select an expensive place, the meal won't be nearly as much as a motel room would be.

RRriiiinnnggg

Bill: Hello. This is Bill Jones speaking..... Yes, Mark. ... You can! That's wonderful! ... What time do you think we need to leave here? ... Six o'clock. That would give us two hours to get to the game. That won't give us enough time to eat lunch after we get there. ... Yes, I guess we will need to pack our lunches. Are you sure we can drive to Austin in six hours? ... I think that is a good idea. ... All right, we will all be over at your apartment at five-thirty Saturday morning. I'm glad you found someone at work to switch with you. I think we will have a ball. Good-bye.

John: Yippee! It looks as if we are going to Austin. What about getting tickets?

Bill: Mark said he could get tickets where he works.

Mary: Did I hear you tell Mark we will be at his apartment by five-thirty?

Bill: Yes.

Mary: As slowly as I move that early I'll have to get up at four-thirty.

John: I'm going to pack my small case the night before and go to bed early.

Skit (Page 4)

Bill: So am I. Especially if I'm going to help drive.

Mary: I'm so glad we decided to do this. We will have so much fun and I'll see my sister, too.

Skit (Page 5)

QUESTIONS TO DISCUSS

1. Should Mary call her sister to be sure it is all right for the three to stay at her house?

2. Is John right to be concerned about how good a driver Mark is? Why?

3. Is it right for the three persons to offer to pay for the gasoline for Mark's car? Will Mark have any car expenses?

4. Are they right in not wanting a sleepy driver?

5. How did they figure the cost of gasoline?

6. What do you think about the three offering to take Mary's sister and her husband out to eat? Give reasons for your opinion.

7. Do you think they will have enough time to get to the game?

8. How much time would you need to get ready to go on an overnight trip?

WORK SHEET 1

Name______________________________

Complete the following sentences with these words:

car Midtran truck airplane boat

horse bike

1. Judy rides her ________________ many days.
2. Kevin rides ___________________ to work.
3. Many foods are delivered by ______________________.
4. A ______________________ can travel on water.
5. Jerry travels many places on his __________________.
6. If you need to go to Houston, it is good to go in an

   __________________________.
7. Judy drives a ______________________.

WORK SHEET 2

Name____________________________

1. Bonita and Jerry wanted to go to the Mall. It would cost each one 75¢ each way. How much would it cost to go and come home?

75¢
75¢
75¢
75¢
$.

2. Kevin paid his driver of Midtran for the month. The bill was $15.50. Kevin gave the driver a $20.00 bill. How much money did Kevin get back?

$ 20.00
- 15.50
$.

3. Two students wanted to take a taxi to the movies on Saturday. The fare was $1.35 for the first 1/5 of a mile and $1.00 for every mile after that. The distance was two and 1/5 miles. How much did it cost?

$ 1.35
1.00
1.00
$.

4. Bonita had $1.25 and Jerry had $1.55. How much money did they have together?

$ 1.25
1.55
$.

5. Did they have enough money to go to the Mall and back?

WORK SHEET 3

Name______________________________

1. Judy is flying to Houston to visit her sister. Judy has $84.00. The ticket cost $75.00. How much money will Judy have left over?

2. Jacky has $38 and he needs $45 to buy a ticket. How much more money does he need?

3. To go to the Mall one way costs 75¢. Leonard has 68¢. How much more money does he need?

4. To pay for gasoline Sherry needs $2.80. She has $2.65. How much more money does Sherry need?

5. The taxi fare was $5.60. Wayne has $4.80. How much more money does he need?

II

INTERPERSONAL RELATIONSHIPS

This unit is written to last four weeks.

Half of each of the eight classes will pertain to the discussion of Interpersonal Relationships. This discussion should last about forty-five minutes and should take place after the fifteen minute break. The activities for the unit discussions will be as follows:

Class 1:	Introduce the unit and list the pleasant and the unpleasant feelings people experience.
Class 2:	Read and discuss the Interpersonal Skit #1.
Class 3:	Rewrite the above skit to include appropriate attitudes and speech.
Class 4:	Read the rewritten version and study the basic academic skills.
Class 5:	Read the Interpersonal Relationship Skit #2.
Class 6:	Rewrite the above skit to include more appropriate speech and actions.
Class 7:	Read the rewritten version and discuss appropriate behaviors in a college setting.
Class 8:	Review the importance of being aware of others' feelings.

Before the above skits are read in the large group they should be read in the smaller groups. The teacher can read the skits to the students in Group IV and help them identify the feelings the characters seem to experience. Basic math skills can be worked on in each small group.

LESSON PLAN

Need: Students need to possess good interpersonal relationships in order to be satisfied individuals. They need to be aware of other people's feelings as well as their own. Guidelines for appropriate behaviors in varied situations should be established.

Goal: The student's interpersonal relationships will improve.

Objectives:

1. The student will display an awareness of his or her own feelings and those of others.
2. The student will role play appropriate interpersonal behaviors for the home.
3. The student will role play appropriate interpersonal behaviors in a work environment.

Plan:

Class 1. Start the class by asking pertinent questions about feelings and emotions. Ask also if "we" are always aware of how other people feel when we are talking to them. The question of the need for certain behaviors in specific situations should be asked. Continue the class by asking the students to name as many good or pleasant feelings and bad or unpleasant feelings as they can. Either the teacher or a student should write these on the chalkboard. The pleasant feelings should be on one side and the unpleasant ones on the other with a line between them. The students then review the lists.

Class 2. Four students read and act out the "Interpersonal Relationships Skit #1". Afterwards the students discuss the inappropriate behaviors of the characters. The students are asked to consider ways to improve the relationships of the family members in the skit.

Class 3 & 4. The students as a whole re-write the skit improving the behaviors of the characters. This revision is taped and later typed by the teacher and read in the fourth class.

Class 5 & 6. The same procedures should be followed with "Interpersonal Relationships Skit #2".

Class 7. In summing up the importance of appropriate behaviors for good interpersonal relationships it is a good time to review appropriate behaviors in a school setting.

INTERPERSONAL RELATIONSHIPS

SKIT #1

Setting: At the family's dinner table.

Mother: Rick, supper's ready. Go call your sister.

Rick: She knows it's supper time. Let her get herself in here. I'm hungry.

Mother: Well, we should wait a few minutes for your dad so you have time to call Babs, like I told you to.

Rick: (At the top of his voice) BBAABBBSS. There now. Are you satisfied?

Mother: I meant for you to go to her room and call her.

Rick: All she's doing is talking on the durn phone to some of her wacky girl friends. She's been on the phone for an hour and Nolan's supposed to call me to tell me what time we're going to the game. He can't call if Babs has the phone tied up.

Mother: Oh! All right! I'll go get Babs myself. (She leaves the room and Rick serves his plate and starts eating very sloppily and fast.)

(Mother returns.)

Mother: Rick!!! I told you we should wait for your dad!!

Rick: (With his mouth full) I'm hungry I told you.

(Babs enters the room.)

Babs: Mother! You know I don't like to be interrupted when I'm on the phone!

Rick: Well in that case, you might starve to death because you're on the phone all the time! How can anyone else get any phone calls?

Skit (Page 2)

Mother: Now, Rick, don't start bickering with your sister.

Rick: Well, I'm right!

(Babs sits down and starts serving her plate.)

Babs: Okra! Yuck!

Mother: Do either of you know where your Dad is?

Rick: The last time I saw him he was drinking a beer with Mr. Smith next door.

Mother: Oh dear ...... I guess we could go ahead. The food is getting cold.

(Mother sits down and starts eating.)

Babs: This meat tastes awful.

Rick: I think it's good.

Babs: The way you're eating slop would taste good.

Rick: Oh, shut up!

(Dad enters the room.)

Dad: Is everyone so busy filling their faces they can't let a person know it's suppertime?

Mother: We didn't know where you were.

Dad: No one bothered to come and look. .... Yuck! It's all cold!!

Babs: I'm going to go call Judy back and continue our discussion. (She gets up and starts out of the room.)

Rick: Mom! There she goes again, tying up the phone!

Mother: Babs, Rick is expecting a call. You might wait a little while before you call Judy.

Babs: But, Mom, we have to decide on what we're going to wear to school tomorrow.

THE END

INTERPERSONAL RELATIONSHIPS

SKIT #2

Setting: In a sheltered workshop. Three young ladies and one young man are sitting at a work station.

Raul: Alex is late again.

Megan: Yes, I wonder what excuse he'll use today.

Liz: I think he's running out of excuses.

Judy: He does not seem to care.

(Alex enters.)

Judy: Good morning, Alex.

Alex: What's good about it?

(Mr. Miller enters and walks over to the station.)

Mr. Miller: Good morning ladies and Raul. Alex, you were late again.

Alex: Yeah.

Mr. Miller: Do you remember our last talk? The one where I told you if you kept on being late, you would be suspended.

Alex: But my little brother didn't wake me up.

Mr. Miller: Don't you have an alarm clock? If you don't, I would recommend that you buy one.

Alex: After I buy a few cokes and go to some movies, I don't have enough money left.

Mr. Miller: Alex, you might try putting important things first.

Alex: I do.

Mr. Miller: You have one more chance. If you're late again this week, you will be suspended for three days.

(Mr. Miller exits.)

Skit #2 (Page 2)

Alex: That old goat.

Liz: He's just trying to help you.

Alex: Aw, shut up!

Raul: We have an extra alarm clock at home. If you need it, I'll bring it tomorrow.

Alex: I don't want your old clock!

Judy: Alex, please hand me those papers.

Alex: Get them yourself. I'm not your servant!

Megan: Judy was just going to help you get caught up with your part of the work.

Alex: I don't care if this work is done or not.

Raul and the three young ladies work in silence while Alex sits looking out a window.

THE END

III

HEALTH AND SAFETY

This unit is written to last approximately 5 or 6 weeks.

One day of each week all students will come together in one group to have a class discussion and work together. This discussion will last from 45 minutes to one hour. Included in the group discussions are:

Class 1.	Introduce the unit and have a discussion about different kinds of medical facilities.
Class 3.	Discuss what emergencies are and how to call for help. Practice making emergency calls.
Class 5.	Talk about symptoms of possible illnesses and when to call the doctor. Practice making calls to the doctor.
Class 7.	Discuss preventative medicine. (Ways of staying well)
Class 9.	Explain what can be done to prevent accidents.
*Class 11.	Have a nurse come and talk to the students.

* If the unit is to last only 5 weeks the nurse might be asked to come for Class 10 and re-emphasize the important things taught.

After a 15 minute break, the last 45 minutes, or one hour, will be spent working with students in small groups, reading materials related to health and safety and working math problems related to the unit. Students are divided into groups according to their working abilities. In most classes there will need to be three or four small groups. The more advanced students, Groups 1 and 2 may read informative stories related to the group discussions. (These stories may be found in the books listed for supplemental readings.) Stated math problems may be found on page 40. Group 3 may make sentences about health and safety (Example: My doctor's number is 684-2211. I bathe every day.). After they have been put on the chalkboard, the students may read them. Group 4 may need to read only words that are useful as: emergency, danger, poison, stop, go, caution, don't enter, take, teaspoon, hour, etc. Group 3 will probably be able to work simple stated math problems, but Group 4 may need to learn important numbers only as: 911; 98, 100, 101, 102, 103, and 104 degrees on the thermometer; 1, 2, 3, and 4 for number of pills to take and how far apart to take them.

Classes 2, 4, 6, 8, 10*, and 12 are used to stress basic academic skills.

LESSON PLAN

Need: Students need to be made aware of things they can do for themselves to maintain good health, prevent illnesses, and keep from having accidents. They need to know what action they should take if illnesses and accidents do occur.

Goal: Students will practice good health habits to maintain good health and will take safety measures to avoid accidents.

Objectives:

1. The students will name three kinds of medical facilities and tell when to use each.
2. The students tell what an emergency is and name at least five and tell how to get help by calling 911.
3. The students will name at least six symptoms they might have that would require medical attention and demonstrate the proper way to call the doctor.
4. The students will list at least nine health habits they need to practice to maintain good health.
5. The students will list at least six ways of preventing accidents.

Plan: Class 1. The teacher introduces this unit by asking questions concerning health. Questions might be:

- Why is it important to have good health?
- What is an emergency situation?
- If you are ill when do you call the doctor?
- What are some health habits everyone should practice to maintain good health?
- How can we avoid accidents?

The teacher asks the students what different kinds of medical facilities there are locally and how each is used. As these are named the teacher puts them on the chalkboard. Be sure they have named:

- Hospitals
- Emergency Rooms and Clinics
- Doctors Offices

The teacher goes back over all the facilities named and calls on different students to pronounce the words and tell briefly when one might need to go to one of these.

Class 3. In the group meeting discuss what an emergency is and what to do to get help quickly. Be sure these emergencies have been named:

- Bicycle, car, pedestrian-car, or other accident
- A person gets bitten by an animal
- A person is bleeding a lot
- A person can't move
- A person is unconscious
- Food poisoning
- Heart attack
- Severe pain
- Fire

MATH - 14

Name ______________________________

Fill in the missing number:

1. 10 20 30 ____ 50 60 70 80 90 100

2. 10 20 30 40 50 ____ 70 80 90 100

3. 10 20 30 40 50 60 70 80 ____ 100

4. 30 40 ____ 60

5. 20 ____ 40 50

6. 50 60 70 ____

7. ____ 20 30 40

8. 50 60 ____ 80

9. 70 80 90 ____

10. 10 ____ 30 40

Name ______________________________

Addition - Fill in the blanks:

1. Judy has 20 dollars. Ronnie has 10 more dollars than Judy. Ronnie has ____________dollars.

2. Floyd has 50 stamps. Sharon has 10 more stamps than Floyd. Sharon has ____________stamps.

3. Anita has 30 tapes. Rick has 10 more tapes than Anita. Rick has ____________ tapes.

4. Julia collected 60 cans. Brad collected 10 more cans than Julia. Brad collected ____________ cans.

5. Imogene planted 40 marigolds. Joanne planted 10 more marigolds than Imogene. Joanne planted ____________ marigolds.

6. Mary Lou has 90 cents. Robert has 10 cents more than Mary Lou. Robert has ____________ cents.

7. Wayne has 90 leaflets to distribute. Tony has 10 more to distribute than Wayne. Tony has _________ leaflets.

8. Betty has 70 books. Jean has 10 more books than Betty. Jean has __________ books.

MATH - 16

Name ______________________________

$\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$

Name ______________________

Write the answers on the lines:

1. Don had 3 baseballs. He lost 1. How many balls does Don have now? ______________

2. Jerry had 5 bananas. Lee and Rick ate 2 bananas. How many bananas does Jerry have now? ______________

3. Lucy's dog had 4 puppies. Lucy gave 1 puppy to her friend. How many puppies does Lucy have left? ______________

4. Scott had 5 pencils. He gave 1 to Jeff. How many pencils does Scott have left? ______________

5. Victoria had 2 eggs. She ate 1 for breakfast. How many eggs does Victoria have left? ______________

(The teacher may read the problems to the students.)

Name ______________________________

Subtract:

7 - 3	10 - 6	8 - 3	12 - 6	11 - 7
9 - 5	7 - 4	10 - 7	8 - 6	11 - 4
8 - 5	10 - 4	9 - 4	10 - 3	8 - 4
8 - 1	6 - 1	4 - 1	9 - 1	7 - 1
1 - 1	5 - 1	3 - 1	2 - 1	10 - 1

MATH - 19

Name ____________________

Subtract:

12 - 6	16 - 8	14 - 5	13 - 7	18 - 9
17 - 8	11 - 6	15 - 9	18 - 8	13 - 6
16 - 9	14 - 6	12 - 7	11 - 9	16 - 7
12 - 5	15 - 7	14 - 8	13 - 5	15 - 6
14 - 7	16 - 8	12 - 4	11 - 8	13 - 4

Name ______________________________

Subtract:

$$\begin{array}{rrrrr} 13 & 11 & 12 & 16 & 14 \\ \underline{-\ \ 4} & \underline{-\ \ 8} & \underline{-\ \ 4} & \underline{-\ \ 8} & \underline{-\ \ 7} \end{array}$$

$$\begin{array}{rrrrr} 15 & 13 & 14 & 15 & 12 \\ \underline{-\ \ 6} & \underline{-\ \ 5} & \underline{-\ \ 8} & \underline{-\ \ 7} & \underline{-\ \ 5} \end{array}$$

$$\begin{array}{rrrrr} 16 & 11 & 12 & 14 & 16 \\ \underline{-\ \ 7} & \underline{-\ \ 9} & \underline{-\ \ 7} & \underline{-\ \ 6} & \underline{-\ \ 9} \end{array}$$

$$\begin{array}{rrrrr} 13 & 18 & 15 & 11 & 17 \\ \underline{-\ \ 6} & \underline{-\ \ 8} & \underline{-\ \ 9} & \underline{-\ \ 6} & \underline{-\ \ 8} \end{array}$$

$$\begin{array}{rrrrr} 18 & 13 & 14 & 16 & 12 \\ \underline{-\ \ 9} & \underline{-\ \ 7} & \underline{-\ \ 5} & \underline{-\ \ 8} & \underline{-\ \ 6} \end{array}$$

MATH - 21

Name ______________________

14 - 7	12 - 5	16 - 9	17 - 8	12 - 6
16 - 8	15 - 7	14 - 6	11 - 6	14 - 9
12 - 4	14 - 8	12 - 7	15 - 9	14 - 5
11 - 8	13 - 5	11 - 9	18 - 8	13 - 7
13 - 4	15 - 6	16 - 7	13 - 6	18 - 9

Name ____________________

Write the answers on the lines:

1. Terry had 17 flowers. Joe took 9 of them. How many flowers did Terry have left? __________

2. Floyd had 14 tools. Ron borrowed 8 of them. How many tools did Floyd have left? __________

3. Barbara had 13 puppies. She sold 6 of them. How many puppies did Barbara have left? __________

4. Donna had 15 roses. Nine of them died. How many roses did Donna have left? __________

5. Patrick had 12 pairs of socks. Five pairs were dirty. How many pairs were clean? __________

6. The Smith family had 16 oranges. They ate 7 of them. How many oranges were left? __________

7. Mary and Betty had 14 hotel rooms to clean. Mary had to clean 7 of them. How many did Betty have to clean? __________

8. Joe had 18 birds. Nine of them flew away. How many birds did Joe have left? __________

Name ______________________________

Write the answers on the lines:

1. Anita had 12 pairs of earrings. She gave 6 pairs to her friends. How many pairs does Anita have left? ______________

2. Mrs. Jones bought 18 strawberries. Her family ate 9. How many strawberries are left? ______________

3. Judy's mother bought 15 doughnuts. Judy's friends ate 9 of them. How many doughnuts are left? ______________

4. Doug had 14 dollars. He spent 7 dollars for a shirt. How many dollars does Doug have left? ______________

5. Brent had 17 close friends. Eight of them moved away. How many friends does Brent have now? ______________

MATH - 24

Name ____

$\begin{array}{r} 13 \\ +\ \ 7 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ +\ \ 2 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +\ \ 4 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +\ \ 8 \\ \hline \end{array}$
$\begin{array}{r} 45 \\ +\ \ 5 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +\ \ 8 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +\ \ 6 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ +\ \ 9 \\ \hline \end{array}$
$\begin{array}{r} 56 \\ +\ \ 5 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ +\ \ 9 \\ \hline \end{array}$		

MATH - 25

Name ______________________________

Add:

2 3 4	4 2 1	2 3 2	2 4 3
54 11 33	26 32 41	12 76 11	37 21 30
38 40 41	22 53 54	21 67 31	11 86 40
22 45 34	18 70 13	35 44 52	66 32 24

Name ________________________________

Circle the correct answer:

1. Sam and Terry needed $7.00 to go to the movies. They had $5.00. Did they have enough?
   YES NO

2. A chicken dinner costs $3.00. Lynn had $4.00. Does she have enough?
   YES NO

3. The new shirt costs $9.00. Ann has $7.00. Does she have enough to buy the shirt?
   YES NO

4. The notebook costs $2.00. Judy has $1.00. Does she have enough?
   YES NO

5. The ham costs $6.00. Lance has $8.00. Does he have enough?
   YES NO

6. The watch costs $9.00. David has $10.00. Does he have enough?
   YES NO

7. The gift costs $4.00. Donald has $3.00. Does he have enough?
   YES NO

(The teacher may read the problems to the students.)

Name ______________________________

Circle the correct answer:

1. Harry has 50¢. The can of peas costs 37¢. Does he have enough?

   YES NO

2. Ann has 75¢. The paper costs 99¢. Does she have enough?

   YES NO

3. Leroy has 23¢. The candy costs 25¢. Does he have enough?

   YES NO

4. Ellen has 19¢. The pencil costs 15¢. Does she have enough?

   YES NO

5. Pat has 41¢. The Coke costs 45¢. Does she have enough?

   YES NO

6. Barbara has 89¢. The french fries cost 75¢. Does she have enough?

   YES NO

7. J.R. has 65¢. The book costs 50¢. Does he have enough.

   YES NO

(The teacher may read the problems to the students.)

Name ______________________________

$$\begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 55 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ -\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 37 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 22 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 54 \\ -\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ -\ 17 \\ \hline \end{array} \qquad \begin{array}{r} 51 \\ -\ 23 \\ \hline \end{array}$$

MATH - 29

Name ______________________________

Subtract:

15 - 8	18 - 9	14 - 5	17 - 9
14 - 7	16 - 8	15 - 7	13 - 6
14 - 6	16 - 9	13 - 7	15 - 6
25 - 8	28 - 9	24 - 5	27 - 9
34 - 27	76 - 58	85 - 77	53 - 26
532 -310	284 -152	968 -723	582 -141
947 -545	439 -202	793 -232	428 -206

Name ______________________________

Subtract:

16 - 8	13 - 7	14 - 9	17 - 8
18 - 9	15 - 8	12 - 7	11 - 2
26 - 8	43 - 7	64 - 9	97 - 8
532 - 11	426 - 12	119 - 63	764 - 41
807 -571	976 -684	537 -363	174 -157
234 -122	987 -596	567 -385	443 -127

Name ______________________________

Subtract:

15	18	14	17
- 8	- 9	- 5	- 9
14	16	15	13
- 7	- 8	- 7	- 6
14	16	13	15
- 6	- 9	- 7	- 6
25	28	24	27
- 8	- 9	- 5	- 9
34	76	85	53
- 27	- 58	- 77	- 26
532	284	968	582
-310	-152	-723	-141
947	439	793	428
-545	-202	-232	-206

MATH - 32

Name ______________________

Subtract:

16 - 8	13 - 7	14 - 9	17 - 8
18 - 9	15 - 8	12 - 7	11 - 2
26 - 8	43 - 7	64 - 9	97 - 8
532 - 11	426 - 12	119 - 63	764 - 41
807 -571	976 -684	537 -363	174 -157
234 -122	987 -596	567 -385	443 -127

Name ____________________________

1. Lee's Daddy had three cars and sold one of them. How many cars does he have left?

2. Mark has two brothers and three sisters. How many brothers and sisters does Mark have?

3. Judy had four horses and sold two of them. How many does she have left?

4. Wayne has $4.00 and Edwin has $3.00. How much money do they have together?

5. Robert has 30¢, but he needs 45¢ to buy a Coke. How much more money does he need?

Name ______________________________

0 x 0 =0
0 x 1 =0
0 x 2 =0
0 x 3 =0
0 x 4 =0
0 x 5 =0
0 x 6 =0
0 x 7 =0
0 x 8 =0
0 x 9 =0
0 x 10=0

1 x 0 =0
1 x 1 =1
1 x 2 =2
1 x 3 =3
1 x 4 =4
1 x 5 =5
1 x 6 =6
1 x 7 =7
1 x 8 =8
1 x 9 =9
1 x 10=10

2 x 0 =0
2 x 1 =2
2 x 2 =4
2 x 3 =6
2 x 4 =8
2 x 5 =10
2 x 6 =12
2 x 7 =14
2 x 8 =16
2 x 9 =18
2 x 10=20

3 x 0 =0
3 x 1 =3
3 x 2 =6
3 x 3 =9
3 x 4 =12
3 x 5 =15
3 x 6 =18
3 x 7 =21
3 x 8 =24
3 x 9 =27
3 x 10=30

4 x 0 =0
4 x 1 =4
4 x 2 =8
4 x 3 =12
4 x 4 =16
4 x 5 =20
4 x 6 =24
4 x 7 =28
4 x 8 =32
4 x 9 =36
4 x 10=40

5 x 0 =0
5 x 1 =5
5 x 2 =10
5 x 3 =15
5 x 4 =20
5 x 5 =25
5 x 6 =30
5 x 7 =35
5 x 8 =40
5 x 9 =45
5 x 10=50

6 x 0 =0
6 x 1 =6
6 x 2 =12
6 x 3 =18
6 x 4 =24
6 x 5 =30
6 x 6 =36
6 x 7 =42
6 x 8 =48
6 x 9 =54
6 x 10=60

7 x 0 =0
7 x 1 =7
7 x 2 =14
7 x 3 =21
7 x 4 =28
7 x 5 =35
7 x 6 =42
7 x 7 =49
7 x 8 =56
7 x 9 =63
7 x 10=70

8 x 0 =0
8 x 1 =8
8 x 2 =16
8 x 3 =24
8 x 4 =32
8 x 5 =40
8 x 6 =48
8 x 7 =56
8 x 8 =64
8 x 9 =72
8 x 10=80

9 x 0 =0
9 x 1 =9
9 x 2 =18
9 x 3 =27
9 x 4 =36
9 x 5 =45
9 x 6 =54
9 x 7 =63
9 x 8 =72
9 x 9 =81
9 x 10=90

10 x 0 =0
10 x 1 =10
10 x 2 =20
10 x 3 =30
10 x 4 =40
10 x 5 =50
10 x 6 =60
10 x 7 =70
10 x 8 =80
10 x 9 =90
10 x 10=100

Name

3 x 4 =   2 x 8 =   1 x 5 =   4 x 2 =

5 x 4 =   3 x 7 =   1 x 2 =   5 x 7 =

2 x 3 =   4 x 8 =   3 x 3 =   5 x 9 =

$$\begin{array}{r} 3 \\ \times\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ \times\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ \times\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ \times\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ \times\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ \times\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ \times\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ \times\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ \times\ 3 \\ \hline \end{array}$$

MATH - 36

Name ______________________________

4 x 0 =	9 x 0 =	0 x 7 =
0 x 2 =	0 x 4 =	8 x 0 =
1 x 0 =	5 x 0 =	0 x 3 =
0 x 6 =	0 x 8 =	2 x 0 =

$\begin{array}{r} 10 \\ \times\ 5 \\ \hline \end{array}$ $\begin{array}{r} 30 \\ \times\ 4 \\ \hline \end{array}$ $\begin{array}{r} 50 \\ \times\ 2 \\ \hline \end{array}$

$\begin{array}{r} 104 \\ \times\ 2 \\ \hline \end{array}$ $\begin{array}{r} 203 \\ \times\ 4 \\ \hline \end{array}$ $\begin{array}{r} 320 \\ \times\ 3 \\ \hline \end{array}$

MATH - 37

Name ______________________________

8 x 3 =

6 x 9 =

9 x 3 =

7 x 5 =

10 x 8 =

6 x 4 =

10 x 3 =

7 x 9 =

8 x 7 =

6 x 9	2 x 7	4 x 8	8 x 6
3 x 7	8 x 8	10 x 7	1 x 7
7 x 7	5 x 8	2 x 6	8 x 10

Name ______________________

Write the answers on the lines:

1. John had 5 dollars. Floyd had 3 times what John had. How many dollars did Floyd have? ______________

2. Teresa had 7 pennies. Skip had 6 times what Teresa had. How many pennies did Skip have? ______________

3. Jay had 2 Special Olympics medals. Walter had 4 times what Jay had. How many medals did Walter have? ______________

4. Ed dug 8 post holes. Mark dug 3 times more holes than Ed. How many holes did Mark dig? ______________

5. Doc had 6 musicians in his band. Tom has 3 times that many. How many musicians are in Tom's band? ______________

6. Ronald had 5 dimes. Nancy had 7 times that many. How many dimes did Nancy have? ______________

Name ______________________________

72 x 6	24 x 9	39 x 3	16 x 7
64 x 8	55 x 4	48 x 2	32 x 5
17 x 9	69 x 3	51 x 2	92 x 1
26 x 7	49 x 4	31 x 8	58 x 7

Name ______________________________

372	918	454	839
x 5	x 6	x 8	x 4
712	958	273	646
x 65	x 32	x 86	x 79
836	105	924	739
x 56	x 92	x 61	x 42
326	975	680	357
x 987	x 768	x 326	x 158

Name ____________________

$12 \div 3 =$

$10 \div 5 =$

$14 \div 7 =$

$8 \div 2 =$

$9 \div 3 =$

$15 \div 3 =$

$18 \div 9 =$

$21 \div 7 =$

$24 \div 3 =$

$15 \div 5 =$

$27 \div 3 =$

$8 \div 4 =$

$6 \div 2 =$

$4 \div 2 =$

$6 \div 3 =$

$12 \div 2 =$

$12 \div 4 =$

$5 \div 1 =$

$18 \div 3 =$

$20 \div 2 =$

$8 \div 1 =$

$10 \div 2 =$

MATH - 42

Name ________________________________

24 ÷ 4 =

42 ÷ 7 =

40 ÷ 5 =

63 ÷ 7 =

18 ÷ 6 =

24 ÷ 8 =

35 ÷ 5 =

21 ÷ 7 =

42 ÷ 6 =

30 ÷ 6 =

54 ÷ 6 =

49 ÷ 7 =

36 ÷ 6 =

56 ÷ 7 =

42 ÷ 6 =

25 ÷ 5 =

36 ÷ 4 =

48 ÷ 6 =

Name

16 ÷ 8 =

63 ÷ 9 =

64 ÷ 8 =

30 ÷ 10 =

45 ÷ 9 =

90 ÷ 9 =

81 ÷ 9 =

40 ÷ 8 =

24 ÷ 8 =

27 ÷ 9 =

60 ÷ 10 =

50 ÷ 5 =

$2\,\overline{)\,4}$

$3\,\overline{)\,9}$

$4\,\overline{)\,20}$

$3\,\overline{)\,12}$

$6\,\overline{)\,36}$

$6\,\overline{)\,12}$

$5\,\overline{)\,30}$

$2\,\overline{)\,18}$

$4\,\overline{)\,32}$

$5\,\overline{)\,15}$

MATH - 44

Name ______________________________

$3\overline{)72}$

$4\overline{)60}$

$8\overline{)96}$

$4\overline{)104}$

$5\overline{)75}$

$2\overline{)92}$

$6\overline{)216}$

$7\overline{)196}$

$9\overline{)279}$

$2\overline{)112}$

$8\overline{)312}$

$3\overline{)288}$

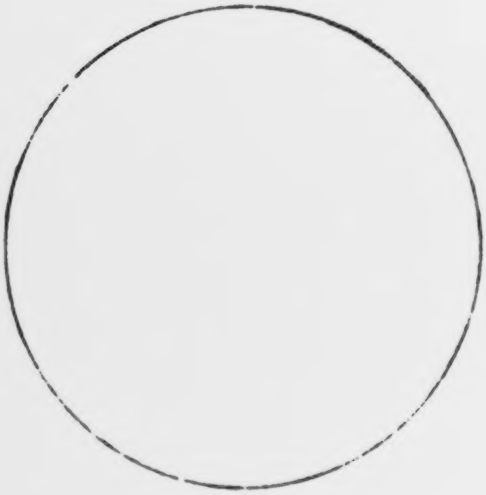
$7\overline{)175}$

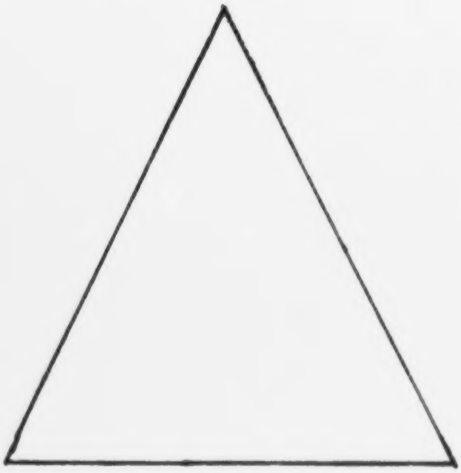
$9\overline{)288}$

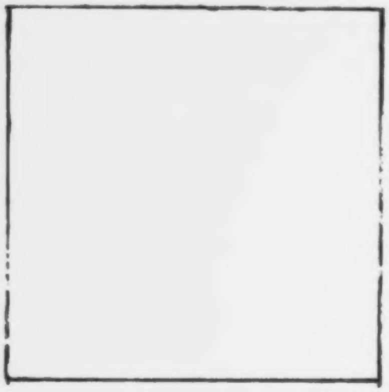
$5\overline{)300}$

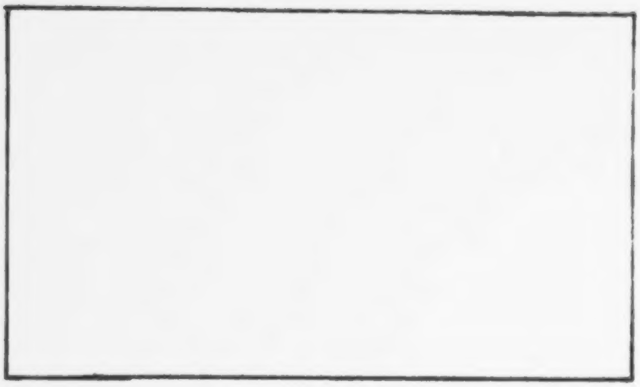
MATH - 45

Name ______________________________

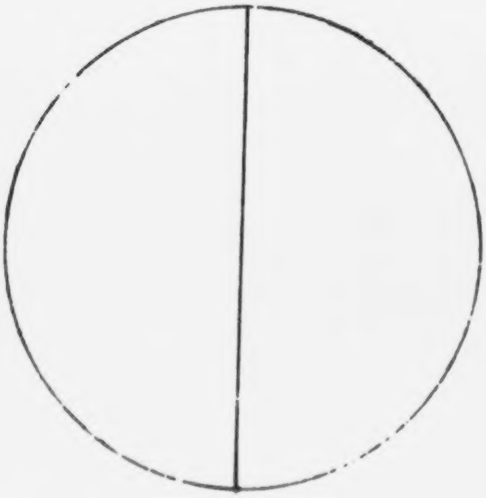


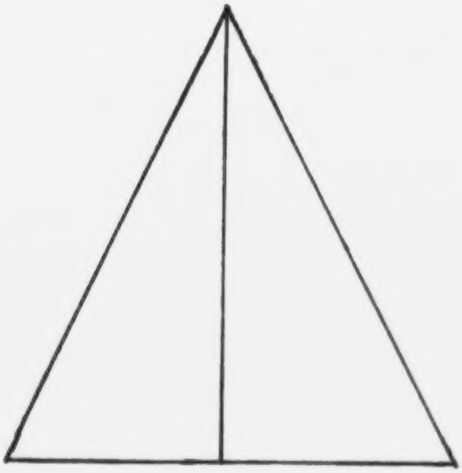


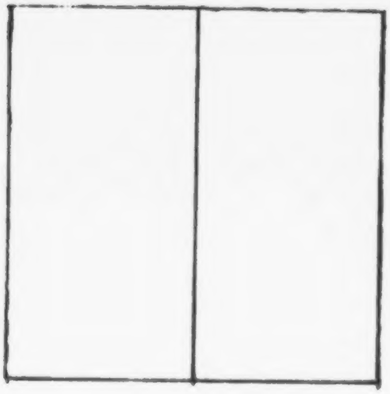


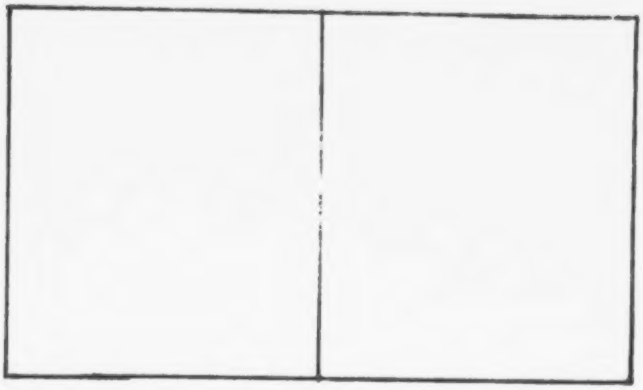


Name ______________________________



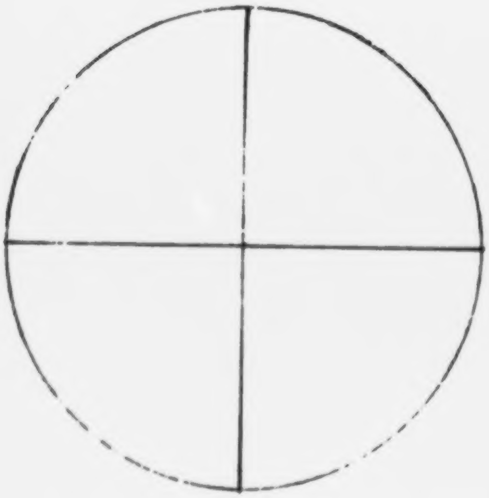


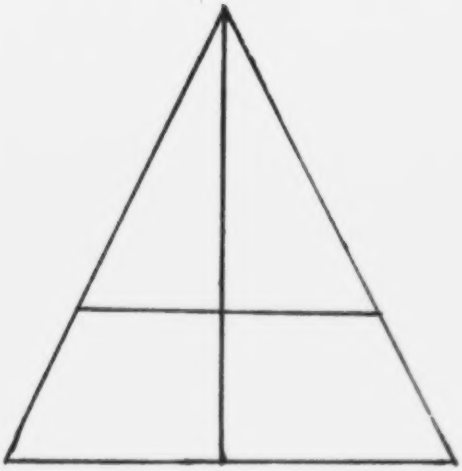


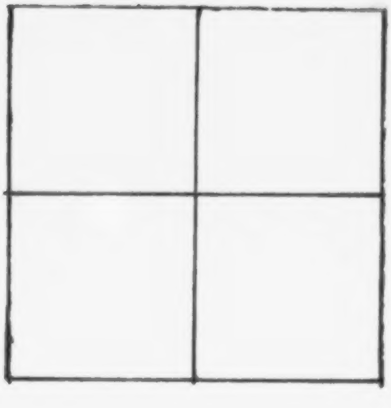


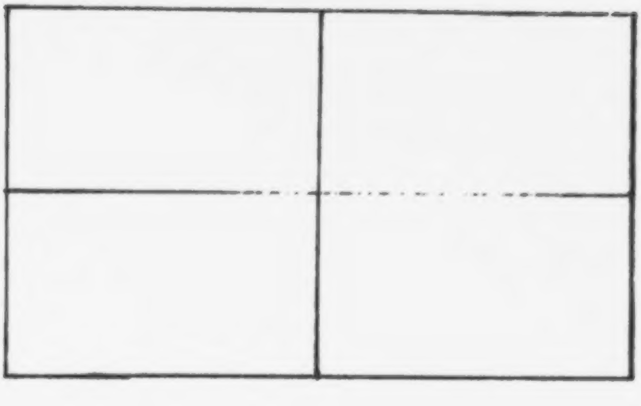
MATH - 47

Name ________________________________

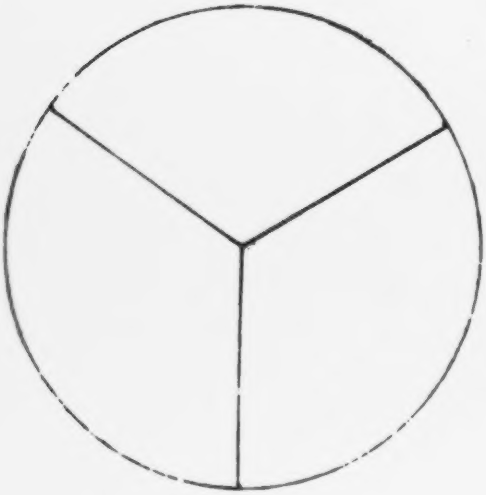


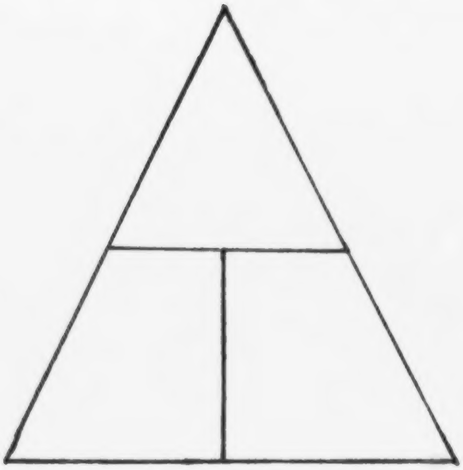


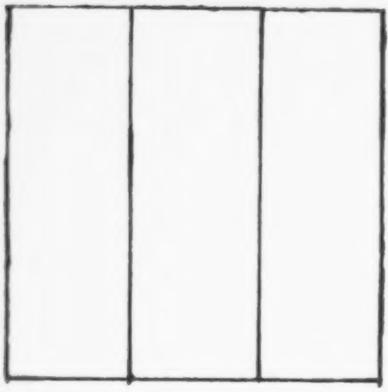


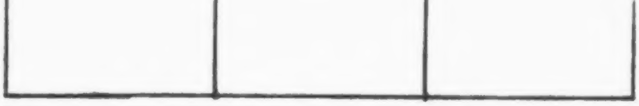


Name ______________________________









Name ______________________________

$4\overline{)\,89}$ $8\overline{)\,63}$ $2\overline{)\,29}$

$6\overline{)\,82}$ $3\overline{)\,46}$ $7\overline{)\,97}$

$5\overline{)\,32}$ $9\overline{)\,107}$ $4\overline{)\,27}$

$14\overline{)\,86}$ $23\overline{)\,180}$ $51\overline{)\,1733}$

$46\overline{)\,130}$ $63\overline{)\,1137}$ $31\overline{)\,1492}$

MATH - 50

Name ____________________

12) 408

26) 338

14) 784

37) 925

42) 1596

92) 3128

39) 546

51) 918

63) 1638

84) 1344

77) 924

10) 980

Name ______________________________

Below are the numbers with their written word forms:

1 - one
2 - two
3 - three
4 - four
5 - five
6 - six
7 - seven
8 - eight
9 - nine
10 - ten
11 - eleven
12 - twelve
13 - thirteen
14 - fourteen
15 - fifteen
16 - sixteen
17 - seventeen
18 - eighteen
19 - nineteen
20 - twenty
30 - thirty
40 - forty
50 - fifty
60 - sixty
70 - seventy
80 - eighty
90 - ninety
100 - one hundred
1000 - one thousand

28 - twenty-eight
307 - three hundred seven

Write the following numbers in their word forms:

4 ____________________ 17 ____________________

36 ____________________ 85 ____________________

103 ____________________

712 ____________________

840 ____________________

958 ____________________

Write a check to Sear's for $8.95 for a shirt.

____________19______

Pay to the
Order of ______________________ $________

______________________________ Dollars

City Bank
301 East First St.
Middleville, Texas

For ____________ ____________________

Name ____________________________________

1.

____________ 19____

Pay to the
Order of ________________________________ $________

____ Dollars

City Bank
301 East First St.
Middleville, Texas

For ________________ ____________________________

2.

____________ 19____

Pay to the
Order of ________________________________ $________

____ Dollars

City Bank
301 East First St.
Middleville, Texas

For ________________ ____________________________

Calculator - 1

Name ______________________________

$$\begin{array}{r} 26 \\ 47 \\ +\ 53 \\ \hline \end{array} \qquad \begin{array}{r} 697 \\ -\ 345 \\ \hline \end{array} \qquad \begin{array}{r} 94 \\ \times\ 13 \\ \hline \end{array} \qquad 1326 \div 34 =$$

1. Mary had four flower beds and she planted twelve bulbs in each one. How many bulbs did she plant all together?

   ____

2. The dishwasher held eight plates, six saucers, four cups, six bowls, ten glasses, and four pots or pans. How many dishes and pots did the dishwasher hold?

   ____

3. The used car lot had fifty-six cars. They sold eighteen cars in one week-end. How many did they have left?

   ____

4. Joe was lifting weights. He lifted forty pounds eight times. How many pounds did he lift?

   ____

5. Lee has one hundred eighty pennies. He wants to buy some apples which cost thrity-six cents apiece. How many apples can he buy?

   ____

6. The S.P.C.A. had nineteen cats, twenty-six dogs, four rabbits, and two hamsters. How many animals were at the S.P.C.A.?

   ____

WRITING-1

Name Mary Jones

Mary Mary Mary Mary

Mary Mary Mary Mary

Mary Mary Mary Mary

M M M M M M M M M

a a a a a a a a a a a

r r r r r r r r r r

y y y y y y y y y y y

Student adds 'y'

Mar Mar Mar Mar

Student adds 'ry'

Ma Ma Ma Ma

Student adds 'ary'

M M M M

Student writes next lines without help

Cursive Writing — Lined Practice Sheet

Basic Handwriting Series

© 1978 The Continental Press, Inc.

Student writes name

Name Mary Jones

Mary Jones Mary Jones

Student writes Mary

Jones Jones

Jones Jones

J J J J J J J J J J J J J J J J J J

o o o o o o o o o o o o o o o o o o o o

n n n n n n n n n n n n n n n n n n

e e e e e e e e e e e e e e e e e e

s s s s s s s s s s s s s s s s s s s s s

Student writes 's'

Jone Jone Jone Jone

Student writes 'es'

Jon Jon Jon Jon

Student writes 'nes'

Jo Jo Jo Jo

Student Writes 'ones'

J J J J

Student writes 'Mary Jones' at top of page.

Cursive Writing — Lined Practice Sheet

Basic Handwriting Series

© 1978 The Continental Press, Inc.

Name Mary Jones

student traces full name

Mary Jones Mary Jones

student traces name and makes letters left off

Mar Jone Mar Jone

Ma Jon Ma Jon

M Jo M Jo

J J

student tries to write full name

Cursive Writing — Lined Practice Sheet

Basic Handwriting Series

© 1978 The Continental Press, Inc.

Writing Lesson Plans

Worksheet

1. Name ____________________
2. Address ____________________
3. Phone Number ____________________
4. Date ____________________
5. Social Security Number ____________________
6. Age ____________________
7. Sex ____________________
8. City ____________________
9. State ____________________
10. Zip Code ____________________
11. Date of Birth ____________________
12. Signature ____________________

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Book 1, Peoples
Book 2, Windows
Book 3, Images
Book 4, Avenues
Book 5, Discoveries
Book 6, Quests

The teacher lists the emergencies named on the chalkboard and the students read them after the list has been completed. The class then talks about what number to call in case of emergency, 911. They, also, talk about the proper way to report an emergency-give name, address, and tell briefly what is wrong. (Example: My name is Jane Smith, and I am at 2905 Lockwood. My friend, Mary, fell down the stairs and I can't awaken her.) Each student thinks of an emergency that might happen to him and makes a proper call on the telephone that is not connected. The class discusses what should be done in case of a fire-go to a neighbor's house and call the fire department through the emergency number, 911.

Class 5. In the group class meeting students talk about signs of possible illnesses such as: chills, fever, aches, severe pain, runny nose, coughing, sneezing, nausea, and diarrhea.

The students name possible illnesses and tell what their signs are. These words are put on the chalkboard and the students read them after the list is completed.

The teacher discusses with students symptoms that mean one should call for medical help.* The importance of taking one's temperature is stressed. Students take their temperatures with disposable thermometers and learn to read them.

The class talks about how to make a proper call to a doctor's office. They look up the number of a specific doctor in the telephone directory (listed in the Yellow Pages under Physicians). They practice making calls on the telephone that is not connected. They give name, address and telephone number and describe their symptoms briefly.

Class 7. In the group discussion preventative medicine is stressed. The students name a well balanced diet, proper exercise, and plenty of sleep as the three most important health habits for maintaining good health. Other health habits we need to practice are:

- Take a bath daily
- Wash hair twice a week
- Brush teeth at least twice daily
- Wash hands often
- Cover mouth when sneezing or coughing
- Take off coats and jackets inside
- Put on outdoor clothing (coats, jackets, gloves, caps, etc.) when going out in the cold.

- Wash dishes properly with hot water and soap
- Keep homes clean
- Keep clothes clean
- Cook foods properly according to directions
- Refrigerate foods properly and promptly

All the health habits named are listed on the chalkboard and they are read by several of the students.

The class discusses other things we do to prevent diseases and maintain good health such as:

- Shots
- Vaccinations for Polio, Diptheria, Mumps, Measles, Whooping Cough, Typhoid, and Tetanus.
- Check-ups (Yearly or every other year).

Class 9. The class talks about ways of preventing accidents. The teacher may bring props for this discussion to demonstrate the safety rules. The props needed are a knife, a peeler, pots with handles, a small radio or hair dryer, and a sturdy step stool. The teacher may use these props to show the wrong way of doing certain tasks, and the students tell what she is doing incorrectly and tell her the right way to do the tasks to prevent accidents. Following is a list of things they talk about to promote safety. This list is put on the chalkboard for the students to review.

- When using a knife, cut away from yourself.
- Keep handles of pots turned inward on stove.
- Do not climb on rickety, unstable chairs to reach things on top shelves. Use a sturdy step stool.
- Be cautious with electrical equipment and appliances. (Keep radios, T.V., etc. out of the bathroom and away from water.)
- Don't open your door unless you are sure you know who is there.
- In case of fire leave the building immediately-call 911 and report the fire from a neighbor's home.
- Obey all safety traffic rules when walking, riding a bike, or driving a car.

Class 11. If possible, a nurse is invited to come and talk to the class to re-emphasize some of the most important things taught in this unit.

* Symptoms that tell us when to call the doctor are listed on Page 39.

Supplemental Readings:

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   London, Janet R., A Basic Skills Book, Solving Life Problems in Health, 1, St. Louis, McGraw-Hill Book Co., Chapters 1, 2, 3, and 4.

2. Udvari, Stephen S.
   Laible, Janet, Family Development Series, Health, Safety, and Sanitation, Austin, Texas Steck-Vaughn Co., Chapters 1 and 4.

Doctor's Name________________________________

Doctor's Telephone Number ________________

Call the Doctor

1. When you have trouble breathing.
2. When you have severe pains that last over thirty minutes. (Such as bad stomach pains)
3. When you have very painful chest pains.
4. When you have a fever over 101 degrees for over a day.
5. When you have abnormal bleeding coming from any opening in your body.
6. When you have vomiting or diarrhea that persists over 24 hours.
7. When you have a bad or long-lasting sore throat.
8. When you have a bad cough that lasts about a month.
9. When you have been sick for a week and do not seem any better or suddenly get worse.

PROBLEMS

GROUPS 1 and 2

1. Jill took her temperature. It was 102 degrees. Normal temperature is 98 degrees. How many degrees of temperature did Jill have?
2. Nancy takes two pills after breakfast, 2 after lunch, and two after dinner. How many does she take in all?
3. Jack went to the doctor. The visit cost $20.00. He took some medicine that cost $15.00. How much did he spend in all?
4. Mary took her medicine at 8:00 o'clock. If she is supposed to take it every four hours, when will she take it again?
5. Bill has to take medication every day. He takes 6 pills a day. He has taken two pills this morning. How many does he have left to take?
6. Jan jogs 4 days a week for exercise. She jogs 2 miles each time. How many miles does she jog in a week?
7. The visit to the doctor cost Rick $20.00, the blood test cost $9.00, and the urine test cost $6.00. How much was his bill all together?
8. Janie's hospital bill was $300.00. Her insurance company paid $225.00. How much did she have to pay?
9. The medicine Jerry took cost $8.40. He paid for it with a $10.00 bill. What was his change?
10. Jim has to ride to the doctor's office and back home in a cab. It cost $3.00 each way. How much would Jim have to pay in all?

Note: Group 1 will work all the problems.
Group 2 may need to work only the first five.

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IV

GOAL SETTING

This unit is written to last four weeks.

One day of each week all students will meet together to have a class discussion and work as a group. These discussions will last for approximately 45 minutes. Included in the group discussions are:

Class 1: Introduce unit, define "goals" and "objectives", and discuss their importance.
Class 3: Discuss differences in realistic and unrealistic goals and short-range and long-range goals.
Class 5: Talk about the necessity of having a plan of action.
Class 7: Point out various things that interfere with reaching goals and talk about what to do to overcome interferences. Students make 3 goals each.
Class 8: Review the unit.

After a 15 minute break the last hour will be spent working with students in small groups. Students are divided into groups according to their working abilities. In most classes there will need to be 3 or 4 groups. the more advanced students, Groups 1 and 2, may read stories related to the group discussions. (These stories may be found in the Supplemental Readings.) They will work stated math problems related to the unit. Some examples of the problems can be found in the Appendix. Group 1 will probably be able to work all of the problems if they have had multiplication. Group 2 will probably need to work the first 9. Group 3 will need to make sentences demonstrating goals they might make. These sentences may be written on the chalkboard for them to read. Group 3 will work simple stated problems as shown in the Appendix. Group 4 will need to read only words such as: goals, objectives, plan, job, work, clean, apartment, try, want, time, and will. They may make sentences with these words. They will talk about possible goals they might make. They will count the number of goals each makes and the number two or three of them make together.

Classes 2, 4, and 6 are used to stress basic academic skills.

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LESSON PLAN

Need: The students need to realize the importance of setting goals and objectives for self-improvement. They need to understand the difference in realistic and unrealistic goals. They need to be aware that some goals are short range and others are long range.

Goal: Each student will make three goals: one to improve general functioning skills, one to improve academic skills, and one to improve personal qualities.

Objectives:

1. The students will define the words "goals" and "objectives" and tell why it is important for them to set goals and objectives for themselves.
2. The students will tell the difference between realistic and unrealistic goals. They will tell how short range and long range goals differ.
3. Students will tell what plan of action they will take to reach their goals.
4. Students will name things that interfere with their plans of action and tell what they can do to overcome that interference.

Plan: Class

1. This unit can be introduced by asking the students the meanings of "goals" and "objectives". The definitions with an example of each can be written on the chalkboard. (Ex. goal: thing wanted. His goal was to get a good job. objective: something aimed at. His objective this summer is to go into a training program to learn how to do a job.) Students may have several objectives to accomplish in order to reach their goals. The students may read the definitions from the chalkboard.

   The teacher will help the students understand that a goal is something we will try to accomplish this year. Each student will have several objectives to reach. The objectives are like stepping stones. The steps a person accomplishes lead to an accomplished goal. For example, the goal may be to get a job, hold the present job, or live in an apartment. There may be many objectives: enroll in an ABE class to learn how to count money, get along with people, and develop a good mental attitude; register for an apartment training class; enroll in the local workshop training program to learn good work habits; try to have better attendance on present job; and try to be more congenial with fellow employees.

   The teacher stresses the importance of setting goals in order that the students might come to a realization of what they want to be or do, take inventory of themselves to see what they need to do to accomplish specific goals, and think about a plan of action. It is pointed out that accomplishing objectives toward one's long range goal builds self-confidence and gives satisfaction.

Class 3. The class discusses differences in realistic and unrealistic goals. For example, John wants to go to work with a clean-up crew in the office buildings in order to make enough money to move into an apartment, but John has not had any training to do clean-up work, so for now that goal is unrealistic. For a long range goal it could be realistic. John could think of a plan of action. He could see about going to work at the local workshop. He could train there for clean-up work. When he becomes skilled they will send him out with the clean-up crew. Then he could probably move into an apartment.

The teacher helps the students understand that some goals are short range goals because they can be reached in a short period of time. For example, Henry finishes the last cigarette in the package and decides to quit smoking. If Henry is determined to quit, he can refuse to buy any more or to smoke other people's cigarettes. Other goals are long range because it takes a long time to accomplish them. For example, Sally would like to work at a local cafeteria. She wants to push the beverage cart, but she is very shy and has trouble talking to people. She also has trouble getting places on time. For Sally this is a long range goal. She will need to work at the local workshop and learn how to form good working habits, how to be friendly with other clients in the training program, and how to follow the trainer's instructions. She will need to practice pouring beverages at home. She will start timing herself when she is getting ready for work to see how long it takes her, so she will know when to start getting ready in order to get there on time. She will need to learn how to fill out an application blank. Then she will be ready to apply for a job.

Class 5. The teacher points out that every goal must have a plan of action. For example, Jack wants to live in an apartment. He starts a plan of action. He comes to an ABE class to learn more about handling money. At the same time he starts trying to get a job. He also calls to find out when the next training class for apartment living will begin.

Class 7. Encourage students to talk about things that interfere with reaching their goals and what to do about them. For example, Mary wants to learn to count and manage money. She comes to an ABE class, but she does not do her homework, so she is not progressing as fast as she would like. Her problem is that every night she watches television and gets too sleepy to do her homework. Solution: Set priorities. Do important things first, then watch television.

Each student sets three goals, one to improve functional skills, one to improve academic skills, and one to improve his or her personal qualities. Each student decides what objectives he or she will need, and makes a plan of action.

Supplemental Readings:	Udvari, Stephen S., Family Development Series, Becoming a More Effective Person, Austin, Texas, Steck-Vaughn Company, Chapters 2 and 3.

PROBLEMS

GROUPS 1 and 2

1. John's goal was to work with a clean-up crew in the local office buildings. He went to work at the local workshop to train for the job. The first month he made $27.00 and the second month he made $34.00. How much did he make in all the first two months?

2. The trainer told John he could go out with the clean-up crew after he had worked inside the workshop for 24 weeks. He has already worked 8 weeks. How many more weeks will he have to work in the workshop before he can work with the clean-up crew?

3. One of John's objectives is to get to work on time. He needs 45 minutes to get dressed and straighten his room. He needs 15 minutes to eat breakfast. How much time does he need to allow himself to get ready for work?

4. If John leaves for work at 8:00 and it takes him one hour to get ready, what time should he start?

5. John rides the bus. It takes 15 minutes to drive from his house to the workshop. If he leaves home at 8 o'clock, what time will he get to work?

6. Henry's goal is to stop smoking. He says he will quit when the package he has is gone. There were 20 cigarettes in the package. He has already smoked 3. How many are left in the package?

7. Sally is trying hard to get to work at the local workshop on time. Her goal is to be on time every day for 7 days. She has been on time now for 3 days. How many more days does she have to be on time to reach her goal?

8. Mary has a part-time job. She makes $200.00 a month. Her goal is to get a job that pays $600.00 a month so she can move into an apartment. How much more will she need to earn to reach her goal?

9. Fran is trying to be more congenial with her friends. She is setting a goal to be friendly and courteous with everyone at work for 14 days. The trainers say she has been successful for 9 days. How many more days does she have to go to reach her goal?

10. Sally made $15 on contract work in one month. Her goal is to make two times that much next month. How much would that be?

11. Jane's goal is to save enough money to buy a new dress and some new shoes. She has saved $16.00, but she needs 4 times that much. How much money does she need?

12. Frank's goal is to learn all the multiplication facts through 10. He has learned 30 facts, but there are 3 times that many on his sheet. How many more does he need to learn to reach his goal?

Note: Group 1 will work all the problems if they have had multiplication. Group 2 will work through 9. If this seems too difficult, pick out only those problems that are appropriate for your group.

PROBLEMS

GROUP 3

1. Mary set 3 goals. June set 3 goals. How many did they set together?

2. David's goal was to run 14 miles a week. He has run 7. How many more miles does he need to run?

3. Tom had 7 objectives. He has reached 4. How many objectives has he left to reach?

4. Joe's goal was to stop smoking. He smoked only 5 cigarettes on Monday, 4 on Tuesday, 3 on Wednesday, and quit on Thursday. How many cigarettes did he smoke in all before he quit?

5. Judy's goal is to save $15.00. She has saved $8.00. How much more must she save to reach her goal?

V

PLANNING AND SPENDING MONEY WISELY

This unit is written to last four weeks.

One day of each week all students will meet together to have a class discussion and work as a group. These discussions will last approximately 45 minutes. Included in the group discussions are:

Class 1: Introduce the unit, define "budget", and explain the importance of making a budget. Students make a weekly budget, budgeting their weekly allowances.
Class 3: Discuss how to be smart food shoppers.
Class 5: Discuss how to buy clothes wisely.
Class 7: Talk about expenses that need to be included in a monthly budget such as shelter, food, clothing, transportation, savings, and other things. Students make a monthly budget.
Class 8: Review the unit.

After a 15 minute break, the last hour will be spent working with students in small groups. Students are divided into groups according to their working abilities. In most classes there will need to be three or four groups. The more advanced students, Groups 1 and 2, will read stories related to the group discussions. (These stories can be found in the Supplemental Readings.) They will work stated math problems and spend time learning to write checks* properly. They will learn how to balance a check book. Examples of problems can be found on page 56. Group 3 will make sentences related to the unit. They may be written on the chalkboard and read by the students. They will also write checks for their math. Both Groups 3 and 4 may need to read such words as one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, and one thousand and be able to match the words to the correct numbers. The students can write these words with the numbers they represent beside them and use them in writing checks.

Classes 2, 4, and 6 are used to stress basic academic skills.

*Check worksheets in Appendix; Money-pages 1 and 2.

LESSON PLAN

Need: The students need to be able to take what money they have access to and use it in a way that will be most beneficial. They need to see how planning can help make their money last for the period of time allotted. Whether the students have allowances for entertainment and personal items only or earned money to use for all living expenses, they need to set priorities and use the money wisely so all needs will be met.

Goal: The students will be able to better manage their money.

Objectives:

1. The students will list their needs for one week and show how to meet those needs by taking their weekly allowances and planning a simple budget.
2. The students plan a nutritional menu for one day, make a shopping list, and decide how to buy those items wisely.
3. Students list things they should consider in buying clothes such as: needs, usefulness, durability, maintenance, and price.
4. Students demonstrate how to take a certain amount of money and plan a monthly budget including shelter, food, clothing, transportation, savings, and other (miscellaneous).

Plan: Class 1. The teacher introduces this unit by stressing the importance of knowing how to manage one's money so that all needs can be met for the length of time the money is supposed to last.

The teacher explains the meaning of the word "budget" and tells how money can be spent more wisely if a plan (budget) is made for one week dividing the money according to needs.

The teacher asks the students to name different items they need to spend their money for. These items are listed on the chalkboard. They talk about how much money they have to spend each week, and the teacher puts a sample budget on the chalkboard, using Budget Practice form as a sample.*

It should be stressed that if more money is spent on Tuesday than is allowed in the plan, then there might not be anything left for Friday's expenses.

In the smaller groups the students make budgets for themselves for one week, totaling their expenses for each day and for the week. For homework, the students are asked to take a budget form home with them and record all of their expenses for one week. They should be reminded to put down their actual expenses daily.

Class 3. In the next group discussion students should discuss how to be smart food shoppers by:

a. Planning nutritional meals using "The Four Basic Foods" chart.**
b. Making a shopping list to include items needed for menus planned. (Be sure to check cabinets and refrigerator for items on hand.)
c. Looking in the paper for specials in grocery ads.
d. Comparing prices of different brands of items needed.
e. Avoiding convenience foods such as frozen dinners and prepared mixes.
f. Trading at supermarkets and discount food stores that usually have the lowest food prices instead of handy neighborhood stores where prices are usually higher.

In smaller groups the students plan their own menus for one day, using "The Four Basic Foods" chart. Menu forms will be used.***

Class 5. In the third group discussion the students talk about the things they should consider when buying clothes:

a. Looking over present wardrobe and deciding what items are needed.
b. Shopping for clothes that will be useful and appropriate for places they will be worn.
c. Checking the garment to see if it is well made.
d. Checking the price tag to see if it is affordable.
e. Trying garment on to see if it fits and if it looks good on.
f. Looking at "care labels" in garment to see if it is washable or needs to be dry cleaned.
g. Comparing price with other garments of the same quality. Also, comparing price of same garment in different stores.

Class 7. In the last group discussion the students should name things that would be included in a budget that would cover total expenses in independent apartment living. They should include shelter, food, clothing, transportation, savings, and other things (miscellaneous).

The teacher should help the students determine what part of their income should be budgeted for each item of expense.

The students assist the teacher in planning a simple budget which is illustrated on the chalkboard. Use Monthly Budget form as sample.****

In smaller groups the teachers help the students make a monthly budget including total expenses. Those who do not have earned income should assume they have a certain amount to budget.

Supplemental Readings:	1. Sintetos, Lorre H., A Basic Skills Book: Solving Life Problems in Consumer Economics, 1, St. Louis: McGraw-Hill Book Co., Chapters 2 and 3. 2. Udvari, Stephen S. Laible, Janet, Family Development Series: Buying Guides, Austin, Texas: Steck-Vaughn Co., Chapters 1, 2 and 3.

* Budget Practice form, page 52.
** The Four Basic Foods chart, page 53.
*** Menu form, page 54.
**** Monthly Budget form, page 55.

BUDGET PRACTICE

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Total								

For homework record actual amount spent for one week.

Total								

FOUR BASIC FOOD GROUPS

Dairy Products 2 or 3 servings daily	Breads/Cereals 4 or more servings daily	Vegetables/ Fruits 4 or more servings daily	Meats 2 or more servings daily
milk	bread	potatoes	bacon
buttermilk	biscuit	green beans	ham
cream	cornbread	broccoli	sausage
yogurt	roll	cabbage	eggs
cheese	cold cereal	lettuce	pork chops
cottage cheese	oatmeal	cucumber	roast
ice cream	cream of wheat	onion	ground beef
butter	malt-o-meal	peas	steak
margarine	rice	beets	wieners
	grits	brussel sprouts	ribs
	noodles	carrots	fish
	spaghetti	spinach	shrimp
	macaroni	okra	oysters
		cauliflower	chicken
		celery	lamb
		corn	
		tomato	
		apple	
		banana	
		cherries	
		grapes	
		pineapple	
		orange	
		grapefruit	
		pear	
		peach	
		tangerine	
		strawberries	
		lemon	
		apricot	

MENUS FOR A DAY

DAY ______________________________

Include:
- 2 or more meats
- 4 or more vegetables and/or fruits
- 4 breads and/or cereal
- 2 or 3 dairy products

	Breakfast	Lunch	Dinner
Dairy Products			
Breads/ Cereal			
Vegetables/ Fruits			
Meats			

MONTHLY BUDGET

Approximate percent of income to figure in each category:

Shelter	30%
Food	20%
Clothing	15%
Transportation	10%
Savings	10%
Other	15%

Income: ____________

	Should Budget	Actual Expenses	Difference
Shelter			
Food			
Clothing			
Transportation			
Savings			
Other			
Total			

PROBLEMS

Group 1

1. Marie looked at the specials to see what she needed. She decided to buy 3 cans of green beans that cost 3 for $1.00, some carrots that were 49¢ a bag, and some bacon that was $1.48 a pound. How much money did she need for those items?

2. Marie wanted to buy a brisket. It was on sale for 98¢ a pound. How much would a 9 lb. brisket cost?

3. Alice bought a cake for $3.99. She paid for it with a $5 bill. What was her change?

4. Jack wanted to buy some chicken to barbecue. Fryer halves were 68¢ a pound. How much would a 4 pound package cost him?

5. Burritos were on special, 5 for $1.00. How much would one cost?

6. Orange juice, 12 ounce size, was 99¢ a can. How much would 3 cans cost?

7. Jane and Mary bought 2 mexican dinners for Friday night. They were $1.29 each. What did they pay for them?

8. Sally wanted to buy a gallon of ice cream. She paid $1.89 for it and gave the cashier $2.00. What was her change?

9. Yellow onions were 5 pounds for $1.00. How much would one lb. cost?

10. Paper towels were 2 rolls for $1.00. How much did Don pay for 1 roll?

VI

GOVERNMENT

Four weeks will be needed for this unit.

For the first three weeks the students will meet as one group once a week to discuss various facts about our federal government. During the fourth week the students will meet together twice. The discussions about government will be as follows:

Class 1: Introduce the unit, read about and discuss the Constitution and the Legislative Branch.
Class 3: Read about and discuss the Executive and Judicial Branches.
Class 5: Read about and discuss the responsibility of the voters.
Class 7: Stage a political debate.
Class 8: Review all of the information presented in this unit.

These group discussions need to be after the fifteen minute break. During part of the first hour the students in small groups can read the attached information and be better prepared to read and discuss it in the large group. Groups III and IV can review the words on the Voters' Registration form and practice filling out the forms with the student's own name, address, date of birth, etc.

The basic academic skills can be stressed in classes 2, 4, and 6.

LESSON PLAN

Needs: The student needs to have a basic concept of the government in order to understand why we have elections. A knowledge of the three branches and the purpose of each also helps explain the elections. In order to vote the student needs to experience registering and the mechanism of voting.

Goal: The student will accept the civic responsibility of voting.

Objectives:
1. The student will acquire a basic overview of our government.
2. The student will explain what the Constitution is.
3. The student will name the three branches of government and the power of each.
4. The student will complete a Voter's Registration form.
5. The student will experience the mechanism of casting a vote.

Plan: Class 1. The teacher begins this unit by asking the class questions concerning our federal government. This is to discern what the students know or believe. General as well as specific questions are to be asked. Examples may be: "Tell me about our federal government.", "What is the Constitution?", "Who is the President?", "What are the three branches?".

The teacher then requests the better readers to read the section on the Constitution to the whole class. If there seems to be confusion, the teacher stops the reading and explains what has been read. As each paragraph is finished, questions are asked by the teacher to insure comprehension. The paragraphs on the Legislative Branch are read in the same manner.*

Class 3. The teacher begins by asking questions concerning the information previously presented. The sections on the Executive and Judicial Branches are read and discussed.*

Class 5. During this class session the teacher asks questions over the information covered in the previous classes. The students then read and discuss the section on the "Voters" and take turns reading the "New Words" and their definitions. The "Completion Sentences" are to be completed by the students in smaller groups. It will help if the teacher writes the ten needed words on the chalkboard in random order.*

Class 7. Two or more students will participate in a debate before the whole class. The debaters will pretend to be candidates who are running for office. This will be much more meaningful if done prior to an election. It will also be appropriate to invite an election official to bring a portable voting machine to class and demonstrate how to cast a vote. The students should practice casting ballots on the machine.

Class 8. In reviewing this unit it is advisable to present to each student the pictures depicting the Capitol, a President, Congress and the Supreme Court.

Supplemental Readings: Boxer, Catherine, A Basic Skills Book, Solving Life Problems in Government and Law, 1, St. Louis: McGraw- Hill Book Company. Chapters 1 through 3.

*Story on Government and worksheet-pages 60-63.

GOVERNMENT

I. The Constitution

The Constitution was written in 1787, when our country was a new country. There were only thirteen states. Now there are fifty states. The Constitution tells how the government would be set up and how laws would be passed to guarantee that all the people have certain rights. These rights are life, liberty and the pursuit of happiness.

The Constitution says that there will be three branches of government. Each branch has a main purpose, or power, but they all work together to keep the rights of all the people.

II. The Legislative Branch (Congress)

The Legislative Branch, or Congress, is made up of two parts. These parts are the Senate and the House of Representatives. The main purpose of Congress is to make laws.

The Senate has one hundred members. Each State elects two Senators and they serve for six years. They can be re-elected to office if the people vote for them.

There are many more members in the House of Representatives. They serve two years, and can be re-elected also.

Both the Senate and the House of Representatives have to agree on the laws. This is sometimes difficult and takes a long time. When they agree we say that the law is passed by Congress.

III. The Executive Branch

The Executive Branch of our government is made up of the President and the Vice-President. The main purpose of this branch is to enforce the laws. The President needs to sign (put his name on) the laws passed by Congress in order for them to be laws. If the President does not agree with a law he can veto (refuse to sign) it. If the President is unable to do his duties, the Vice-President takes over the duties.

Both the President and the Vice-President serve four years and can be re-elected only once.

IV. The Judicial Branch

The Judicial Branch of our government is made up of the Supreme Court and other Federal Courts. The main purpose of the Courts is to interpret and apply the laws passed by Congress. The judges make sure that the laws agree with the Constitution. The Supreme Court is made up of one Chief Justice (judge) and eight other judges.

There are judges on the state, county, and city levels. These judges preside over trials.

V. The Voters

In the United States the voters play a very important role in our government. They are the ones who decide who will be in Congress and who will be President and Vice-President. If enough voters want certain changes in laws they will elect members of Congress and a President who think the same way.

To be a voter one has to be at least eighteen years old and be registered. It is very easy to register as a voter. When you register you receive in the mail a card that allows you to vote.

It is also easy to vote. The difficult job is deciding for whom you should vote. Many people have this trouble. In order to decide you should listen to those running for office and select the ones who agree the most with the way you think.

Some candidates will be running for city offices, some for county offices, others for state offices and others for Congress or President.

It is a civic responsibility to vote.

NEW WORDS

1. Constitution - a written plan for our government.

2. Legislative - pertains to making laws or rules.

3. Congress - part of the government.

4. Senate - part of Congress.

5. House of Representatives - the other part of Congress.

6. Elect - to receive the most votes for an office.

7. Re-elect - to elect again.

8. Executive - putting plans or laws into effect.

9. President - a most important person of a club or government.

10. Judicial - pertaining to the court system.

11. Justices - judges.

12. Preside - to be in command.

13. Registered - to be listed on a roll, or list.

14. Candidate - a person trying to be elected to an office.

COMPLETION

1. At the beginning of our country there were only ____________________ states.

2. The Constitution says there will be ____________________ branches of government.

3. The main purpose of Congress is to ______________ laws.

4. The two parts of Congress are the ____________________ and the ____________________.

5. The main purpose of the Executive Branch is to ______________ the laws.

6. The President is part of the ____________________ Branch of government.

7. The President is elected for ______________ years.

8. Judges ____________________ the laws.

9. It is ____________________ to register to vote.

10. It is ____________________ to decide whom to vote for.

III ACADEMIC SKILLS LESSON PLANS

Goal: Give correct reply when shown the five functional signs "Men", "Women", "Gentlemen", "Ladies", and "Rest Rooms", five out of five times.

Objective: Recognize five basic functional words or signs.

Materials: The five signs on laminated cardboard written with large easy-to-see letters. Men, Women, Ladies, Gentlemen, and Rest Rooms. Work sheets described below. Chalkboard and chalk.

Plan:

1. Select the signs "MEN" and "WOMEN". Ask if any of the students know what the signs say and where they can be found. If there is no answer, the teacher tells what the signs say. The teacher then takes the class to the doors of the Rest Rooms and assists the students in matching the flashcards to the signs on the doors.

2. In the classroom, the teacher presents these two signs to the students many times. Discuss that the word "Men" is smaller and starts with "M" and "Women" is longer and starts with "W".

3. The students take turns copying the two words either on the chalkboard or on paper. It is most important that the students say the words as they copy them.

4. When students are able to name these two signs at least four out of five times, the teacher presents the sign "Gentlemen". She points to the length of the word and to the "G" with which it starts. She also explains that "Men" and "Gentlemen" mean the same.

5. The sign "Ladies" is introduced after the three previous signs can be identified by the students five out of five times. The teacher tells the students that "Ladies" is sometimes used instead of "Women" and basically means the same. The teacher presents all four signs to the students many times.

6. The sign "Rest Rooms" is then presented to the students. The teacher explains that this sign is two words and both words start with "R". The students are encouraged to say what these five signs are many times and to copy each one several times.

7. The Work Sheet #R-1 is done in class by the students. The teacher reads and explains the instructions one task at a time. (This Work Sheet can also be used as homework at a later time for a review of these signs.)

Note. Samples of worksheets are found in the Appendix.

Goal: Give correct response when shown the functional words or signs of Walk, Don't Walk, Exit, Beware, and Warning five out of five times.

Objective: Recognize ten basic functional words or signs.

Materials: Five more signs painted on laminated cardboard, written with large, easy-to-see letters. Walk, Don't Walk, Exit, Beware, and Warning. Work sheets described below. Chalkboard and chalk.

Plan:

1. The steps in teaching five functional words or signs are to be followed for this task. The only differences are the words or signs and the practice of incorporating the previously learned five words or signs in with teaching new words or signs.

2. The order in which the new words or signs are to be presented is as follows: Walk, Don't Walk, Exit, Beware, and Warning.

3. The Worksheets Reading-2 are to be done in class and, at a later time, sent as homework for the students.

Note: There is a Workbook that contains many functional words and phrases which can be used for practice and review. It is "Learning Functional Words and Phrases for Everyday Living" by David J. Somers (Frank E. Richards Publishing Co., Inc.). Samples of worksheets are found in the Appendix.

Goal: Give correct response for twenty-five simple words four out of five times.

Objective: Read twenty-five simple words.

Materials: The twenty-five words printed on pieces of cardboard. Work sheets. Chalkboard and chalk. Optional: Workbook Practice in Reading by Harley A. Smith and Ida L. K. Wilbert and published by Steck-Vaughn Company.

Prerequisites: The students should be able to recognize and name most of the letters in the alphabet.

Plan:

1. The teacher should use the language experience technique to begin teaching the adult students to read. This technique encourages the students to read what they have said. Some of the students will be very reluctant to even put words into sentences verbally. The teacher may need to ask specific questions and then write down what the student says. The student then reads it. The following words are suggested as a good place to start, but it really depends on the individual student:

    1. my
    2. name
    3. is
    4. I
    5. live
    6. at
    7. in
    8. his
    9. date
    10. her
    11. like
    12. to
    13. he
    14. radio
    15. store
    16. go
    17. she
    18. music
    19. the
    20. see
    21. listen
    22. a
    23. got
    24. T.V.
    25. ask

2. No more than six or seven new words are presented at a time. When presenting each word, the teacher says the word and has the student repeat and spell it. The teacher assists the student by explaining the sounds of the letters themselves or the combination of letters.

3. It is most important that the words are put into sentences and these are read by the student.

4. In reviewing the words, they should be printed on individual pieces of cardboard. These help the student focus his or her attention on each word and will assist the student in recognizing the word in new context.

5. The teacher needs to strive to use previously learned words with current ones.

6. The work sheets Reading-3 through Reading-7 or some like them are done in class and then sent home as homework.

Optional Plan:

1. The lessons are taught as they are in the Workbook. The Workbook provides more continuity and gives the students more variety in reading and writing exercises.

2. The new words (Words To Study) are presented first. The students are encouraged to spell each word and then say the word. The teacher asks the students to verbally put each new word in a sentence.

3. After each student is familiar with each new word, the story is read aloud. The students may take turns reading parts of the story.

Note: Samples of worksheets are found in the Appendix.

Goal: Give correct response for fifty simple words four out of five times.

Objective: Read fifty simple words.

Materials: The words printed on pieces of cardboard. Work sheets. Chalkboard and chalk. Optional plan: Workbook Practice In Reading by Harley A. Smith and Ida L. K. Wilbert and published by Steck -Vaughn Company.

Prerequisite: The students should be able to recognize and name all of the letters in the alphabet, know some of the sounds of consonants, and read twenty-five simple words.

Plan: 1. The additional* twenty-five words to be taught are suggested as follows:

1. stop
2. help
3. run
4. wait
5. want
6. eat
7. food
8. Coke
9. drink
10. ride
11. trip
12. on
13. sister
14. mother
15. wash
16. dry
17. dance
18. brother
19. nice
20. daddy
21. milk
22. tell
23. him
24. me
25. say

Again, the words will depend on the individual students or class as the teacher should use the language experience technique.

2. The same steps as those described in teaching the first twenty-five words are followed in teaching these words, or others like them.

Optional Plan:

1. The same steps described in the prior plan are to be followed in this optional plan also.

*The first suggested twenty-five words are listed in the plan right before this one.

Note: Samples of worksheets are found in the Appendix.

Goal: To read correctly three and four syllable words nine out of ten times.

Objective: Read three and four syllable words.

Materials: Worksheets. Chalkboard and chalk. Theme paper and pencils.

Prerequisite: The students must be able to read one and two syllable words and simple sentences.

Plan:

1. Not more than five words should be presented at one class. The teacher should present only one at a time. The teacher should say the word, then write it on the board. Underneath the written word, it should be divided into syllables. Each syllable should be pronounced separately and distinctly.

2. Then the students should be given a chance to pronounce first each syllable, then the entire word.

3. The students should be given worksheets with the five words on them. They should write each word at least five times and should, also, divide each word in syllables.

4. The more advanced students should be assigned the five words to learn to spell at the next class meeting.

5. At the next class meeting, the students write the words as the teacher gives them out, pronouncing the whole word-then each syllable separately and distinctly.

6. The students are asked to make sentences orally showing they know the meanings of the words.

7. For homework, the students are asked to write sentences using the five words correctly.

8. The students read orally a story which uses these five words so that they can read and understand the words in context.

Goal: To attack new words correctly nine out of ten times.

Objective: Demonstrate how to attack a new word.

Materials: Chalkboard and chalk. Optional: The Workbook, *The New Phonics We Use, Book D*, by Arthur W. Heilman, Ruth Helmkamp, and Aileen Thomas, and published by Rand McNally & Company.

Prerequisite: Know the alphabet and sounds of the letters.

Plan:

1. Have the students look at the new word and see what letters it includes.

2. The teacher should ask the students to give the beginning sound and the ending sound. Then, she asks what sounds the vowels might have. When the students know the vowel sounds, they should try saying the word.

3. The students should be reminded of the digraphs, sh, wh, ch, tch, th, etc., and the single sound they produce if the word contains one of them.

4. Attention should also be called to the sounds of consonant blends in the new words, such as sp, sk, sw, str, thr, br, cr, fr, pl , sl, etc.

5. The teacher should call attention to frequently used endings and their sounds, such as ly, ment, ed, es, ing, er, ful, less, etc.

6. If the word is a compound word, it should be written on the chalkboard separating it into parts, and the students should be asked to say each part and then say the parts together.

7. If the word is a three or four syllable word, it should be written on the board in syllables, letting the students try to sound each syllable, then attack the word.

8. Often, it is helpful if there is a little word within the big word; to have the students find it and say it and try to say the rest of the word with it.

9. If the students have a lot of difficulty with sounding out new words, the workbook, *The New Phonics We Use, Book D*, by Arthur W. Hellman, Ruth Helmkamp, and Aileen Thomas, published by Rand, McNally & Company, could be used along with the other reading material.

Goal: To answer correctly four out of five questions covering what has been read.

Objective: Answer simple questions on what has been read.

Materials: Unit related stories from "Family Development Series"-Steck-Vaughn and "Basic Skills Books"-McGraw-Hill. "EDL GO Series"-McGraw-Hill. Workbook (Optional) "Reading Improvement Activities", Just For Fun Series-Book 1-Norman Schachter and John K. Whelan-Steck-Vaughn Co., Austin, Texas.

Prerequisite: Students should be able to read short paragraphs.

Plan:

1. Have students read complete short story. Encourage them to try sounding out new words for themselves and to read the whole sentence to see what word fits in that context.

2. Have the students re-read the story orally one paragraph at a time. After each paragraph, the teacher should ask questions to see if the students know what the paragraph is telling them.

3. If the student questioned does not know the correct answer, then he or she should be asked to re-read the paragraph and find the correct answer.

4. When all the story is discussed, then the students should be asked what one main theme the story is trying to tell. (Stories in the EDL GO Series-McGraw-Hill are very short and good for helping students understand the main theme.)

5. Have students do written exercises given with the stories-reminding them if they do not know the correct answer, they should look for it in the story.

6. As they show improvement in their comprehension, have the students read the short stories at least two times silently and do the exercises by themselves.

7. The workbook listed is helpful in developing comprehension and, also, helps increase the student's vocabulary and ability to understand meanings of words.

Goal: To answer four questions out of five on the implied meaning of what is read.

Objective: Answer questions about the implied meaning of what is read.

Materials: Short stories in "EDL GO Series"-McGraw-Hill. *Reading Improvement Activities* workbook-Steck-Vaughn-Unit 1.

Prerequisite: Students should be able to read simple sentences and short paragraphs or short stories.

Plan:

1. The students are asked to read short selections to see if they can find the main idea. It should be pointed out that the main idea is not always clearly stated. Often, it has to be looked for or thought about. Meanings that are hidden in context of other statements are called "implied meanings". Many times, the main theme will lie in the "implied meaning".

2. Ask the students such questions as, "What do you think the story is about?" or "What do you think?" about certain things in the story that are implied in other statements. Then, ask the student who has given the answer to read the sentences that helped him or her come to that conclusion.

3. Have the students do written exercises reading certain facts and making conclusions.

Goal: Identify the number symbols from 1 through 10 five out of five times.

Objective: Recognize the number symbols from one to ten.

Materials: The number symbols printed on easy to handle pieces of cardboard. (Approximately 2 1/2 x 2.)

Plan:

1. The teacher shows the students each number symbol from one to three and says the name of the symbols. She does this in numerical order. She then encourages the students to repeat after her the name of each symbol as she holds up the card.

2. The teacher places the three numbers at random order in front of the student and asks for the numbers in numerical order. As the numbers are handed to her, she places them in the correct order. The student is encouraged to say the name of the symbol as he or she hands it to the teacher.

3. When the numbers are all placed in order, the students repeat the names of the numbers as the teacher points to them. This step is repeated at least three times.

4. When the students can correctly identify the first three number symbols four out of five times, the next number symbol (four) is added and it is incorporated in with the first three numbers and the first three steps are repeated many times.

5. When the first four numbers are identified by the students four out of five times, the symbol 5 is added. The students should identify the symbols both at random and in numerical order.

6. No more than one new number symbol is presented during the same class period.

7. When the students are very familiar with the first three number symbols, they should be given the Worksheet Math-1 to do in class. This sheet can also be given as homework at a later time.*

8. When the students can correctly identify the number symbols from one through five, five consecutive times, other numbers can be presented one at a time.

*See Appendix

Goal: To count by rote from one to ten, five out of five times.

Objective: Count by rote to ten.

Materials: Ten pennies, ten pop sickle sticks, ten small blocks, ten pieces of cardboard with the numbers from one to ten on them.

Prerequisite: The student should be able to recognize and name the number symbols from one to ten.

Plan:

1. The teacher has the student hold up three of his fingers. The teacher touches each of the student's fingers and counts, "One, two, three". The teacher does this again and has the student repeat the counting after her. The teacher then counts three other objects and has the student repeat the counting as he or she points to each object. This is done many times, using different objects.

2. After the student can repeat the numbers, one, two, and three, three out of four times, the number four is added. At least once during each class, the student counts his or her own fingers.

3. When the student can count by rote from one to four correctly, four out of four times, the number five is added. Whenever the student can count by rote five out of five times, a new number is added.

4. To teach the concept of the numbers, the teacher puts the symbols 1, 2, and 3 down on the table and assists the student in putting the correct number of objects that correspond to the symbols underneath. This is repeated many times.

5. The teacher can also instruct the student to hold up the correct number of fingers to correspond with the number symbol that the teacher holds up.

6. When the student responds correctly five out of five times in doing the above task, another number is added.

Goal: To count by rote from one to twenty, five out of five times.

Objective: Count by rote to twenty.

Materials: A variety of twenty small objects.

Prerequisite: The student should be able to count by rote from one to ten.

Plan:

1. The teacher places eleven small objects in a row in front of the student and counts the objects with much emphasis on the "Eleven". The teacher then asks the student to count the objects and assists the student in saying the word "eleven".

2. The student counts eleven objects until he or she does so without any prompting four out of five times. When the student does this, another number is added.

3. This continues until the student is able to count from one to twenty by rote five out of five times.

4. It is better to place ten objects in one row and place the additional objects under the ten objects. For example, place the eleventh object under the first one and the twelfth object under the second one, etc.*

*This assists in teaching the concept that eleven is one ten and one one.

Goal: To give correct responses when adding two numbers up to the sum of twenty, four out of five times.

Objective: Add two numbers up to the sum of twenty.

Materials: Twenty small handable objects, chalkboard and chalk, worksheets from 4 to 8.*

Prerequisite: The student has to be able to count by rote and know symbols from one to twenty.

Plan:

1. The teacher puts one object in front of the student, and says, "You have one block. I am going to give you one more." After placing another object near the first one, the teacher explains, "One plus one makes what? Count the blocks"...."That's right, one plus one makes two." The teacher then encourages the student to repeat the sentence, "One plus one makes two."

2. The teacher follows the same procedure up to the sum of four.

3. When the student seems to comprehend the idea of adding two or three objects, the teacher writes the problem on the chalkboard and repeats the problem verbally. She then gets the student to say the problem and point to the symbols as he or she says it.

4. After the above step is repeated many times, the teacher gives the student the Worksheet (Math-4) to do during class. Later, it can be sent as homework as a review.

5. The addition facts adding one to the numbers from one to nine are taught before the other facts.

6. The order of the other addition facts are as follows:
   2+2=, 2+3=, 3+2=, 4+2=, 2+4=, 5+2=, 2+5=, 4+3=,
   3+4=, 4+4=, 5+3=, 3+5=, 6+2=, 2+6=, 5+4=, 4+5=,
   6+3=, 3+6=, 7+2=, 2+7=, 5+5=, 6+4=, 4+6=, 7+3=,
   and 3+7=. The student should give the correct response to these addition facts four out of five times before more facts are presented.

7. The other additional facts should be presented in the order of the sums.

8. The teens addition facts should be presented in this way:

$$\begin{array}{r} 11 \\ +\ 1 \\ \hline 12 \end{array} \qquad \begin{array}{r} 14 \\ +\ 3 \\ \hline 17 \end{array} \qquad \begin{array}{r} 17 \\ +\ 2 \\ \hline 19 \end{array}$$

9. The student needs to be sure of these facts before problems involving carrying are presented.

* See Appendix

Goal: To count from one to fifty by rote four out of five times.

Objective: Count by rote to fifty.

Materials: Variety of fifty small objects, especially pennies.

Prerequisite: The student should be able to count by rote to twenty.

Plan:

1. The same steps in the plan to teach the student to count from one to twenty are to be repeated for this task.
2. Special emphasis needs to be put on the names of the tens (twenty, thirty, forty, and fifty).
3. Pennies are especially appropriate for this task because they are small enough to fit on a desk in this quantity and, being coins, the students will be more interested in counting them.

Goal: To count by tens from ten to one hundred five out of five times.

Objective: Count by tens to one hundred.

Materials: One hundred pop sickle sticks or toothpicks.

Prerequisites: Student should be able to count from one to one hundred, or at least fifty, by ones.

Plan:

1. The teacher has the students count out twenty objects. He or she then instructs them to separate the objects by tens. When the students have the objects separated into tens, the teacher says, "We can count these twenty objects in a faster way...by tens. This is one ten and this is two tens, so we can count ten, twenty, and we know there are twenty objects." The teacher has each student count his or her twenty objects by tens.

2. The students work with thirty, forty, and fifty objects in the above way. When the students can count fifty objects by tens five out of five times, they will be ready to proceed to higher numbers.

3. Another technique is to instruct the students to put down marks in groups of tens and then count the marks by tens. (See Worksheet Math-14 and 15.*)

4. Even if the students can count by ones to one hundred, the teacher will need to review this task. If the students are unable to count by ones past fifty, the teacher should first teach them to count by ones to one hundred.

5. It is important to proceed slowly and for the teacher to provide much practice for the students.

* See Appendix.

Goal: To do simple subtraction not involving borrowing five out of five times.

Objective: Do simple subtraction problems.

Materials: Twenty small objects and worksheets from Math-16 to 22.* (Individual counting frames are very helpful.)

Prerequisite: The student should be able to count by rote and recognize the numbers from one to twenty.

Plan:

1. The teacher puts two small objects in front of the student and says, "You now have two pennies (or whatever the objects are). I am going to take away one penny. How many pennies do you have left?" After this is done several times using no more than four objects, the student then does the "taking away" and tells the teacher how many are left.

2. During the next class, the above Step is repeated with the addition of the teacher writing the problem on the chalkboard each time. The problems should always be written vertically.

3. For the next class, the worksheet Math-16 is given to the student along with five small objects. The student is requested to work each problem on the sheet using the objects as needed.

4. When the student can correctly subtract all of the combinations from five, four out of five times, he or she may proceed to higher numbers. The teacher should explain several times that "take away" means the same as "subtract".

5. When the student is able to subtract above five, he or she should be taught that it is easier and faster to use marks instead of objects. For example,

$$\begin{array}{r} 6 \\ -\ 3 \\ \hline 3 \end{array} \qquad \cancel{|}\ \cancel{|}\ \cancel{|}\ |\ |\ |$$

   On the worksheets, sufficient space should be left so as not to crowd the marks.

6. When the student is able to work correctly the

problems subtracting from ten, five out of five times, he or she may proceed to the higher numbers.

7. When working with the numbers from ten to twenty, the teacher should show the student how to start at the lesser (bottom) number and count up to the top number, making a mark for each number. By counting the marks, one gets the answer. For example:

$$\begin{array}{r} 15 \\ -\ 8 \\ \hline 7 \end{array} \qquad \text{"9, 10, 11, 12, 13, 14, 15,"} \qquad \text{(7 marks)}$$

* See Appendix.

Goal: To add two or three digit numbers involving carrying four out of five times.

Objective: Do addition facts involving carrying.

Materials: Worksheets like the ones from Math-24 to 25.*
Chalkboard and chalk.

Prerequisites: The student should be able to add any two single numbers and know the difference between the tens and the ones in a two or three digit number.

Plan:

1. The teacher reviews the difference between the tens and the ones in a two digit number. For example, in the number 29, the 2 stands for the number of tens and the 9 stands for the number of ones.

2. On the chalkboard, the teacher puts the problem

$$\begin{array}{r} 19 \\ +\ 3 \\ \hline \end{array}$$

   She or he then asks the students what 9 and 3 make. When they reply "Twelve", the teacher responds with, "That is right. And, that is one ten and two ones. We put the '2' under the ones and we CARRY the '1' ten over the tens. One ten and one ten make how many tens?"... "Two tens. So, we put the '2' under the tens." The teacher talks through at least five such problems in the same way. When he or she thinks part of the class understands the concept of carrying, the teacher invites various students to the chalkboard to work and explain several problems, one at a time.

3. The teacher gives a worksheet containing just ten problems involving carrying with two digit numbers, being careful to check each student's sheet as he or she does the first one or two.

4. It will require much practice for the students to become efficient at carrying. Frequently, after the teacher thinks a student understands the concept well, that student may do a whole sheet of problems wrong. When this happens, the teacher should try to determine where the problem is and show the student what he or she is doing wrong. Unless this is done, the student will continue to make the same error.

5. When the students are efficient at adding two digit numbers involving carrying, the teacher should introduce three digit numbers. At this stage, carrying should be required only once in each problem.

6. After most of the students are efficient at adding two digit numbers, the teacher may introduce three two digit numbers requiring carrying. After much practice, three and four three digit numbers can be added.

* See Appendix.

Goal: To subtract two or three digit numbers involving borrowing four out of five times.

Objective: Do subtraction problems involving borrowing.

Materials: Worksheets like the ones from Math-28 to 32.*
Chalkboard and chalk.

Prerequisites: The student should be able to subtract numbers in which the top number is larger than the bottom number and know the difference between the tens and the ones in a two digit number.

Plan:

1. During the first class period, the teacher should review the difference between the ten column and the one column of a two digit number by writing a series of two digit numbers on the chalkboard and having the student indicate which are the ones and which are the tens.

2. For the next class period, the teacher puts the following problem on the chalkboard:

$$\begin{array}{r} 23 \\ -\ 9 \\ \hline \end{array}$$

   He or she asks "Can we take '9' from '3'?....No. So, we need to borrow a ten from the '2'. When we do that, the '2' becomes a '1' and the '3' becomes '13'. What is '9' from '13'?...Four. Place the four under the ones column. Next, look at the tens column. Since there is not a number under the one, bring down the one under the tens column. The teacher then puts other problems on the chalkboard, one at a time, and talks through the problems in the same way. When he or she thinks some of the students comprehend the above concept, they are asked to do other problems on the chalkboard while explaining the steps. (The teacher should always cross through the number from which the ten was borrowed and put the remaining number above it.)

3. The teacher gives a worksheet containing ten problems, involving borrowing with two digit numbers. He or she should check each student's sheet after the first two or three problems have been worked.

4. It will require much practice for the students to become efficient in borrowing. At times, a student may become confused and the teacher may need to illustrate the steps from the beginning.

5. The student should be efficient at working with two digit numbers before introducing three digit numbers.

* See Appendix.

Goal: To recite multiplication facts from one to ten correctly with no more than five prompts.

Objective: Recite multiplication facts from 1 to 10.

Materials: Multiplication facts sheet with answers for notebooks.* Worksheets.** Pencils and paper. Chalkboard and chalk. Multiplication flash cards.

Prerequisite: Students must be able to add and subtract.

Plan:

1. The teacher should introduce the multiplication facts by explaining it is a shortened form of addition. If we want to know how much 9 pencils at 5¢ each would cost, instead of putting 5¢ down 9 times to add, we would simply say 9 fives = 9 x 5¢ =.

2. Both the addition and the multiplication illustrations should be put on the board. This should be repeated with other similar illustrations.

3. The teacher should first introduce all numbers x 0 or 0 x all numbers. It should be pointed out that 0 means not any, so if you added 2 zeros, 5 zeros, 7 zeros, or 9 zeros, you would still have 0, so 3 x 0, 5 x 0, 8 x 0, or any number x 0 would be 0. This should be pointed out that if the numbers are reversed, the answer is still the same: 0 x 7 = 0 or 7 x 0 = 0.

4. Flash cards should be used on all numbers x 0 and 0 x all numbers only. The teacher holds the cards and the students take turns giving the answers.

5. Then the students should work problems from worksheets involving numbers x 0 and 0 x 11 numbers.

6. Multiplication facts sheet for notebooks should be used for the students to study for homework.

7. The teacher then introduces the ones. She explains 1 x a number is that number itself, one 3 is 3 or 1 x 3 = 3 or 3 x 1 = 3.

8. Flash cards are used, including zeros and ones.

9. Worksheets are used, including both.

10. The two's are introduced, explaining that 2 x 6 would be like adding two sixes or 6 + 6. Other numbers should be used in similar illustrations. Flash cards are used adding the 2 facts to those already used. Worksheets include 2 x all numbers and, also, zero and 1 x all numbers.

11. The threes and fours are taught on the same plan as shown for the zeros, ones, and twos.

12. Students are reminded how to count by fives. If they have forgotten, they learn to count by fives for homework. Then it is easy for the students to see 1 five is 5, two fives are ten, 3 fives are 15, etc.. Plan is followed as for the first 4 sets of multiplication facts.

13. At this point, the teacher shows the students they have only 15 new facts left to learn to know the sets from 1 to 10, 5 sixes, 4 sevens, 3 eights, 2 nines, and 1 ten. Each set is presented separately in the same way as illustrated previously.

* See sample of a multiplication facts sheet in the Appendix, Math 34.

** See sample of worksheets in Appendix, Math 35-39.

Goal: To correctly multiply, involving two or three multipliers, four out of five times.

Objective: Do multiplication problems involving two or three digit multipliers.

Materials: Multiplication facts sheet. Multiplication flash cards. Worksheets.* Chalkboard and chalk.

Prerequisite: Know multiplication facts 1 through 10.

Plan:

1. Students need to continue to keep the multiplication facts sheet with answers in their notebooks so they can refer to it if they cannot remember a certain fact while working the larger problems.

2. Flash cards should be used, letting the students take turns with the answers before working the problems on the worksheets they will be given. If any finish early, they should spend time reviewing flash cards together.

3. To introduce the problems with the two place numbers for the multiplier, the teacher should illustrate how to work the problem on the board. She should explain it step by step, showing how to multiply by the number on the right side of the multiplier and put that answer down. Then multiply by the other number in the multiplier and put that answer down, moving over one place to the left. Then show them how to add to get the sum of both numbers. Several problems should be worked on the board, letting the students assist by telling the teacher what to do next. Then, let each student go to the board and work a problem, explaining each step as it is worked.

4. The problems given should not require any carrying. Problems of this type should be given until the students seem to understand this type of multiplication and can work them accurately.

5. Then, the multiplication problem that involves carrying is introduced.

6. Multiplication problems with carrying will be practiced until the students work them with ease. Then, the three digit multiplier will be introduced.

7. The worksheets will be given daily with each type of multiplication problem.

* See sample of worksheets in Appendix. (Math-40)

Goal: To work simple division problems correctly, five out of five times.

Objective: Do simple division problems.

Materials: Division facts sheet for notebook. Chalkboard and chalk. Division flash cards. Worksheets* or workbooks.**

Prerequisite: Students should be able to add, subtract, and multiply.

Plan:

1. The teacher should give the students a division fact sheet with the answers for their notebooks. (This fact sheet can be made by the teacher.) The students should, also, be reminded they will need to use the multiplication fact sheet they had been given previously. These sheets are to study from. They are, also, to be used when the student misses a problem and needs to correct the error.

2. The teacher should illustrate on the chalkboard what division means for example: to work the problem twelve divided by four, the teacher will explain that is taking 12 things and dividing them into groups with 4 in each group. She draws 12 dots with 4 in each group. Since it is divided with 4 in each group, then a ring is drawn around each 4 and the rings of 4 are counted. There are three, so when we ask, "How many fours are in 12?", we know there are 3 or

$$\begin{array}{r} 3 \\ 4\overline{)12} \end{array} \quad \text{or} \quad 12 \div 4 = 3$$

   Call attention to the multiplication facts that say $3 \times 4 = 12$ or $4 \times 3 = 12$ which means: 3 fours in 12 or 4 threes in 12

$$\begin{array}{r} 3 \\ 4\overline{)12} \end{array} \qquad \begin{array}{r} 4 \\ 3\overline{)12} \end{array}$$

3. The teacher should put other problems on the board and let the different students tell her how to work the problems by using the dots.

4. The students should copy some problems the teacher puts on the board and work them by making the dots on their paper and using the rings to see how many groups.

5. After the students understand the meaning of division, see the relation between division and multiplication, and have studied the facts (a few at a time), the flash cards should be used frequently.

6. Practice worksheets* or workbooks** should be given to the students to work daily.

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* See sample worksheets in the Appendix, Math 41-43.

** Shea, James T. Working With Numbers Rectangle Book, Austin: Steck-Vaughn Company.

Goal: To illustrate correctly 1/2, 1/3, 2/3, 1/4, and 3/4, five out of five times.

Objective: Illustrate the simple fractions.

Materials: Worksheets like the ones in the Appendix (Math 45 - 48), Chalkboard and chalk, measuring cups and rulers. Optional: Big cookies.

Prerequisite: The students should have a good concept of the numbers from one to ten.

Plan:

1. The teacher draws, on a large chalkboard, a circle, rectangle, and triangle. He or she asks various students to divide the symbols into halves. After they have done this, the teacher writes "1/2" on each half. He or she then explains that the "2" stands for the number of pieces the whole was divided into and the "1" stands for the number of pieces. The teacher uses the symbols on the chalkboard to illustrate what has just been said. It may be necessary for the teacher to do this several times for the majority of the students to comprehend what is being said. When the majority of the students do understand, they should be given worksheets like Math 45-46.

2. The teacher should show the students the one-half mark on the measuring cup and the ruler before proceeding to the other fractions.

3. The fourth fraction is presented next because the "thirds" require much more judgement than the "fourths". The teacher illustrates how to divide the circle into fourths and then assists the students in dividing the other symbols into fourths. As each symbol is divided, the teacher or students write "1/4" on each piece. Using an eraser, the teacher separates the pieces from the whole. In this way, "one-fourth" is taught. As soon as the majority of the students understand that "1/4" means one piece of what has been divided into four pieces, the teacher then illustrates that "2/4" is the same size as "1/2". He or she explains that we always use "1/2" instead of "2/4". The teacher groups three of the one-fourth pieces together to show the students that "3/4" means three pieces of what has been divided into four pieces. At this point, the teacher needs to

explain that the "3/4" may be one piece, but is the same size as three one-fourth pieces. This can be shown by using the circle and the square on the chalkboard. The "1/4" and "3/4" marks should be pointed to by the students on the measuring cup and the ruler.

4. The one-third and two-thirds are taught using the same method as described above.

Optional: The interest of the students will be much greater if large cookies are used during one class in illustrating fractions.

Goal: To work division problems involving remainders correctly, four out of five times.

Objective: Do division problems involving remainders.

Materials: Division and multiplication facts sheets for notebooks. Division flash cards. Chalkboard and chalk. Paper and pencils. Worksheets* or workbooks.**

Prerequisite: Students should be able to add, subtract, multiply, and divide simple problems.

Plan:

1. The teacher should explain that when we divide, things do not always come out even. The part that we have left over is called a remainder. For example, if you have nine cookies and two of you want to share them, you will divide 9 by 2 to see how many each person will get. Show them how to work the problem with dots. Nine is the number of cookies. We are dividing by two, so we put our dots in groups of two. We draw rings around the groups. The number of rings represents the number of cookies each will get (4). But there is one cookie left over. That is the remainder.

   (00) (00) (00) (00) 0

2. Illustrations like the one above should be repeated many times on the board using different numbers and different situations.

3. Illustrations can also be made with pennies, nickels, and dimes, dividing them between two or three people.

4. When the students have an understanding of what division with remainders means, the teacher can explain how to use the multiplication facts to solve the problems. For example:

```
      3  1 R
  4 / 13
      12
      --
       1   R
```

   They are instructed to look on their multiplication fact sheet in the fours and see if 4 x any number is 13. When they find there is none, have them find the fact with an answer that is close to 13. They will find 4 x 3 = 12. Have them put 3 as their answer. They will multiply 4 (the divisor) x 3 (the answer) and get 12, which is placed under the 13 (the dividend). The next step is to subtract to find their remainder.

5. Continue to use division and multiplication flash cards frequently. While the teacher is helping students who need extra help, another group of students could be working together on the flash cards, taking turns holding the cards and giving the answers.

6. Give worksheets or workbooks to students for daily practice.

7. The teacher should always show students their errors and let them correct them.

* See sample of worksheets in Appendix, Math-44.

** Shea, James T., Working With Numbers Rectangle Book, Austin: Steck-Vaughn Company.

Goal: To work complex division problems correctly, four out of five times.

Objective: Do complex division problems.

Materials: Chalkboard and chalk. Paper and pencils. Workbooks.* Worksheets.**

Prerequisite: Students must be able to multiply numbers by two and three digit multipliers and divide simple problems, with or without remainders.

Plan:

1. The teacher presents more complex division problems, dividing by 2-place numbers. She puts $30\overline{)90}$ on the board. Then she asks, "How many times do you think 30 will go into 90?" If the students have no idea, she asks, "How many times will 3 go into 9?" When they say 3, they are asked to try that number for:

$$\begin{array}{r} 3 \\ 30\overline{)\,90} \\ \underline{90} \\ 00 \end{array}$$

Multiply the answer times the divisor, put it under the dividend and subtract. If the students have a problem like: $25\overline{)125}$, they say 2 will go into 12 6 times, try 25 into 125 6 times, find it is too much, then try 5.

2. Problems like this one should be worked until the students can work them accurately.

3. Students should work problems on the chalkboard and explain to the rest of the class how they did it.

4. They should copy problems from the board the teacher has planned for them to work or work in workbooks.

5. Next, the teacher should introduce those problems that will have remainders:

$$\begin{array}{r} 3 \quad 5R \\ 30\overline{)\,95} \\ \underline{90} \\ 5 \end{array} \qquad \text{or} \qquad \begin{array}{r} 2 \quad 1R \\ 22\overline{)\,45} \\ \underline{44} \\ 1 \end{array}$$

Plan 3 and Plan 4 will be carried out for learning all types of division.

6. Next, the student learns to work problems with 3 and 4 digit dividends and 2 and 3 digit divisors. It should be pointed out if the divisor will not go into the first two numbers, you will have to take it into the first three numbers.

$$\begin{array}{r} 9 \\ 25\overline{)225} \\ \underline{225} \\ 000 \end{array}$$

7. The students should have many practice sheets repeating the different types of complex division.

* Workbooks-A Sullivan Associates Program, Programmed Math For Adults, Division, Book 5, Hightstown, NJ 08520, McGraw-Hill Book Co.

** Worksheets-See Appendix, Math 49-50.

Goal:	To tell the name and the value of the five coins, five out of five times.
Objective:	Name and tell the value of the five coins.
Materials:	Fifty pennies, ten nickels, five dimes, two quarters, and one half dollar.

Plan:

1. Most of the adult students will already know the names of the five coins. If there are, however, one or two who do not, it will be advisable to teach them the names before teaching them the worth or value. Begin by teaching the penny and the nickel since these are quite different. Show the student a penny and have him or her repeat the word, "Penny", several times. Also, talk about the color and the size and let the student feel of the penny. Next, present the nickel, comparing the color and size to the penny. Be sure the student says the name of each coin many times. When the student can distinguish between these two coins, five out of five times, the dime can be presented. Point out that the dime is about the color of the nickel and about the size of the penny, but it has a rough edge. Work with the three coins until the student is able to name them consistently. The quarter and half dollar should be presented in the same way and one at a time. The teacher should resist the temptation to proceed too quickly and not provide enough practice for the student.

2. In order to comprehend the worth of the coins, the students should be able to count to fifty at least. When teaching the value, begin by asking the students what a penny is. When they reply that it is a penny, ask, "What is it worth?...What will it buy?" If there is no correct response, explain, "It is worth one cent. Five pennies, or five cents, will buy gum." Encourage each student to say that a penny is worth one cent.

3. Holding up a nickel, ask the students what it is and how much it is worth. If a student guesses it is worth five cents, you should immediately reinforce that answer. For the rest of the class, ask the students to indicate by pointing or holding up the "one cent piece" and the "five cents" interchangeably, each time stating the name and the value.

4. Present the dime in the same way. After the students can correctly identify the three coins by their name and value, the teacher can begin the process of teaching that five pennies are equal in value to one nickel and that ten pennies are equal in value to one dime. At this stage, do not interchange other coins, only the coins to the pennies.

5. When the students respond correctly as to the the value of the penny, nickel, and dime, five out of five times, they can proceed to the quarter. The value of the quarter is also equated to twenty-five pennies.

6. The worth of the half dollar is taught in the same manner as the other coins.

Goal: To add change to fifty cents correctly five out of five times.

Objective: Add change to fifty cents.

Materials: Fifty pennies, ten nickels, five dimes, two quarters, and one half dollar. Workbook.*

Prerequisites: Student must be able to name the five coins, know their value, and be able to count by ones, fives, and tens to fifty.

Plan:

1. When teaching the student to add change, it is better to start out by using the real coins. Later, if you desire, you may use the fake coins, but most of these are more difficult to distinguish than the real ones. The teacher begins the class by holding up a quarter and asking the student, "How much is this?...That's right, twenty-five cents. If we add another quarter with it, we will have fifty cents... Two quarters make fifty cents." The teacher encourages the student to state the above statement and hold up two quarters. This is repeated several times.

2. At the next class, the teacher asks what the value of a dime is and when the student replies, "Ten cents", the teacher says, "So, if we add the value of dimes, we can count by tens." The teacher illustrates this by counting five dimes and encourages the student to do the same. The teacher then illustrates counting the value of nickels by counting by fives. The student alternately counts five dimes and ten nickels in value.

3. The teacher provides the student with much practice adding dimes to quarters. Instruct the student to start always with the highest coin in value. The student will require much assistance and practice adding tens to twenty-five.

4. After the student can correctly add dimes to a quarter, four out of five times, the teacher can proceed to add nickels to quarters and then nickels to dimes.

5. The next step is combining a quarter, dimes, and nickels. This especially requires much practice. It helps to have the student place the coins in the position in which they are counted and state the value of the coins before adding the value.

6. The addition of pennies to the combinations will be the easiest because the student is accustomed to counting by ones.

7. At this point, the teacher should not exceed the sum of fifty cents in value. The interest of the student will be much greater if the teacher shows him or her all the combinations of coins to get drinks and food from nearby machines.

* The Frank E. Richards Publishing Company, Incorporated publishes a series of workbooks entitled "Using Money Series, Making My Money Count, Revised". Book I could be helpful in this stage.

Goal:	To add change to one dollar correctly five out of five times.
Objective:	Add change to one dollar.
Materials:	Enough coins to make every combination for one dollar. Workbook.*
Prerequisite:	Student should be able to add change to fifty cents and to count to one hundred.

Plan:

1. The same plan used in adding change to fifty cents should be extended for this task. The following rules should be taught and followed by the student as he or she learns to add change to one dollar.

    a. Always start with the highest coins when adding change.

    b. Put the coins in the order they are to be added.

    c. Review the value of the coins frequently.

2. Remember to spend extra time teaching the student to add the various coins to the half dollar.

3. It is helpful to spend much time in teaching certain combinations. Some of these are as follows:

    two dimes and one nickel = 25 ¢
    five dimes = 50 ¢
    three quarters = 75 ¢
    four quarters = $1.00
    two half dollars = $1.00

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* Book II of the Frank E. Richards Publishing Company, Incorporated series will be most helpful at this stage. The name of the series is "Using Money Series, Making My Money Count, Revised", by John D. Wool.

Goal: To make change using both dollars and cents.

Objective: Make change using both dollars and cents.

Materials: One ten dollar bill, one five dollar bill, five one dollar bills, and enough change to make three dollars, using different combinations. Workbook.*

Prerequisite: Student should be able to count change to one dollar and count to one hundred.

Plan:

1. Begin this task by teaching the student that when one makes change, he or she starts with the price of the item(s) and adds the change up to the amount given. For example, if one buys a 40 ¢ item and gives the clerk a one dollar bill, the clerk would start with the 40 ¢ and count up to one dollar. The student needs much practice with this concept before proceeding past one dollar.

2. When the student can do the above task correctly four out of five times, he or she can proceed to work with sums over one dollar. The teacher should always instruct the student to add the price, the change, and then the dollars.

3. Some workbooks are very helpful in providing consistency and practice. It is good, though, to have the student count and work with real money ever so often. Besides providing tactile stimulation, it is also of more interest to the student.

* The Workbook previously cited would be good to use with this task.

Goal: To demonstrate good care for calculator for six consecutive classes.

Objective: Demonstrate how to care for a calculator.

Materials: Calculators in cases with instructions.

Plan:

1. The teacher holds the calculator before the students, showing them the case and instructions. They are instructed to place the calculator back in the case after use to protect it. They are cautioned about leaving the instructions in the case, so if anything should go wrong, they can read the instructions and find out what to do.

2. The students are shown the "Off" and "On" buttons and told to be very careful to always turn the calculator off before replacing it in the case to keep the battery from running down, putting the calculator out of order.

3. It should be explained that if the numbers on the display panel become erratic or if the numbers appear too slowly, the calculator probably needs a new battery.

4. The teacher should demonstrate how to open the battery case and replace the batteries.

5. The students should be warned that the display panel is glass and could break under pressure.

6. Students should be instructed not to leave the calculator in the sunshine for long periods of time and not to store it in places where there are high temperatures.

USE OF CALCULATOR

Goal: To demonstrate the use of calculator by pushing correct buttons with no prompts three consecutive classes.

Objective: Demonstrate how to use a calculator.

Materials: Calculators and instructions.

Plan:

1. Students should be reminded that the calculator is a very sensitive instrument and the right button should be pressed firmly only once.

2. Each student should be given a calculator to find the "On" and "Off" buttons and turn the calculator on and off.

3. The other buttons should be explained and the students should locate them. Then, the students should punch the numbers and check the display panel to see if they are punching correctly. They should locate "+", "-", "x", and "÷" signs and punch them. They should learn the function of the "equal" sign and when to use it. The use of the "Clear" button, the "Memory -", "Memory +", "Memory Recall", and "Memory Clear" should be explained. As the teacher calls out the numbers and signs, the use of these buttons should be demonstrated. (These buttons will not be used until the students can accurately add, subtract, multiply, and divide simple problems.)

4. It should be stressed that the calculator is not to be a substitute for learning the addition, subtraction, multiplication, and division facts; but that it can be a most valuable aid in shopping for groceries, clothes, and other things, for balancing a check book, or for finding out how much money we have spent and what we have left.

5. The teacher should suggest that to be sure their answers are correct, the students should work the problem twice and see if they get the same answer both times. If they do not, then there is an error and they should do it over again very carefully.

Goal: To solve practical problems with calculator correctly four out of five times.

Objective: Work practical problems with at least 75% accuracy with the calculator.

Materials: Calculator, instructions, and worksheets.*

Prerequisite: Students should know numbers one through one hundred.

Plan:

1. It is important that students learn to read instructions and follow them. Before actually adding one digit numbers, the students should read the part of the instructions that explains how to add on the calculator.

2. Students should learn addition first, adding single numbers only. The teacher should call out each button to be punched as: "Punch '4', punch '+', punch '8', and now punch '='". Then, the teacher asks, "What is your answer to '4 + 8'?" If any student does not get the correct answer, the teacher should watch that student punch the buttons to see what error is being made and help correct it.

3. The teacher should give out worksheets that include the addition facts. When the students can add these on the calculator, working independently, with 75% accuracy, the subtraction should be presented.

4. Instructions should be read for subtracting, then the teacher should give out numbers and signs as was suggested in addition and check answers. When the students seem to understand how to subtract accurately, they are given worksheets on subtraction facts.

5. The same plan used for learning to add and subtract on the calculator should be used to learn multiplication and division.

6. After learning how to work problems with one digit numbers, they should learn how to work problems with two or three digit numbers.

7. Next, the teacher has the students work problems using dollars and cents, stressing the importance of the cents' point.

8. The students should be given problems about transportation fares, grocery lists, shopping list for clothes, and budgeting. They should decide how to work them and use the calculators to get the answers.

* See Appendix, Calculator 1, for sample of worksheets.

Goal: To print first and last names five times with no errors.

Objective: Print own first name.*
Print own full name.*

Materials: Writing paper (Paper with double lines.)
Pencils. Chalkboard and chalk.

Plan:

1. The teacher should print the first name of the student for a model.

2. Underneath the model, the teacher prints in broken lines, and the student goes over the broken lines. They should be reminded that the tall letters should be the full two lines high and the little letters should be one line high. The t and d should be not quite two lines high.

3. For the first few times, the teacher should watch the student to be sure he or she is making the letters the way they should be made and that he or she is going in the right direction.

4. If the student has trouble going in the right direction or staying within the lines, it will be helpful to place your hand on the student's hand and guide it through all the letters of the first name.

5. After the name is printed several times on the sheet, there should be a line of each letter in the name on the sheet.

6. Then, the name can be printed with broken lines, leaving off the last letter for the student to make on his own. The next line has two letters left off, the next three, etc., until the student is printing his or her first name.

7. The teacher can make a page of writing for each student and make from 25 to 50 copies of each page, so the student can practice frequently. (See appendix).**

8. The teacher can make lines on the chalkboard and let the students practice writing on the chalkboard. It seems they are able to get better coordination on the board.

9. When the student has learned to print the first name, he prints it on the writing sheet and the last name is printed by the teacher in broken lines in the same manner as the first name was printed.

10. When the student has learned to print both first and last names on writing paper, then he or she can practice on theme paper or a legal tablet with a model printed at the top of the page.

* Note: If students do not know how to print or write cursive writing, do not teach printing at all. Teach only cursive writing, beginning with the signature. It is important to most students to be able to sign their names in cursive writing. If they can print and really do not want to learn cursive writing, the students should be encouraged to learn to write their names in cursive writing and improve their printing for everything else. If they print and do not want to learn cursive writing, have them begin with the signature, address, and other functional words, then words that contain all letters of the alphabet.

** Samples of writing and printing sheets, Writing 1-4, see Appendix.

Goal: To copy forty functional words with no more than five prompts.

Objective: Copy functional words.

Materials: Writing paper and pencils. Worksheet.*

Plan:

1. As the students are learning to write their names legibly, they should be given words to write also.
2. These words should be written on the same kind of writing paper that was used for writing the student's name, so they will learn the proper way to print, or write, other letters in the alphabet.
3. The words chosen for writing can be words the students need in filling out application blanks or other forms of information such as: street address, city, state, date, male, female, place of work, or words the students need to recognize in order to fill out forms such as: phone number, social security number, age, sex, date of birth, signature, and zip code.
4. Only four words should be presented at one time for the students to copy.
5. The teacher may make a model for all the students, and if there are quite a few doing this same thing, the teacher might want to plan in advance what words are to be copied, make one model and have copies made.
6. The students should print, or write, each word about ten times, trying to improve each time. Students should be encouraged to say the word, say each letter, then write each letter.
7. After they have learned to print, or write, these words correctly, they can use writing worksheet in the appendix.

* Worksheet in Appendix-Writing-5.

Goal: To sign signature twenty-five times with no models or mistakes.

Objective: Sign signature in cursive writing.

Materials: Writing paper and pencils.

Plan:

1. On the top line of the writing sheet, the student's full name should be written as a model in cursive writing.

2. On the next line, the full name should be written in broken lines.

3. Then, a line of each letter in the student's name should be written in broken lines.

4. After the individual letters are written, then the names should be written again in broken lines as many times as room allows on the sheet.

5. The teacher should make a writing sheet by the above plan for each student and have about 25 copies made for practice. (See Appendix.)

6. The student should go over the broken lines, trying to stay right on the lines and get the flow of cursive writing.

7. The next sheets can be made writing the name in broken lines and leaving the last letter off for the student to make on his own, then leaving the last two off, the last three, etc., until the student can write his name.*

8. The student can then practice on theme paper or a legal tablet for improvement.

* See Appendix.

Goal: To spell twenty functional words with no errors.

Objective: To spell twenty functional words.

Materials: Paper and pencils.

Plan:

1. Words are selected to spell that the teacher has presented for the students to learn to read or practice copying. Such words might be the words used in application blanks or other forms of information as listed on the sheet "Copy functional words". Other words might be: I, my, name, live, work, at, like, do, go, store, movies, ballgame, love, soap, shampoo, toothpaste, friend, bath, wash, and stop.
2. Only about 4 words should be given to learn to spell at a time.
3. The student should say the words and each letter in the words.
4. The teacher asks what the beginning sound is, what the ending sound is, and what sounds the vowels have.
5. Students should print or write the words ten times.
6. The teacher gives the words out and the students spell them orally.
7. Then, she gives the words out and the students print or write the words on their paper.
8. If the students miss any of the words, they should print or write the words 5 more times.

Goal: To spell thirty complex words with no errors.

Objective: Spell thirty complex words correctly.

Materials: Paper and pencils.

Plan:

1. The more complex words that are selected to spell are the key words in the stories to be read.
2. Only about 5 or 6 words should be given at a time.
3. The students should pronounce the words, say the letters, and divide the words into syllables.
4. They should be asked to give the beginning sounds, the ending sounds and the vowel sounds.
5. The students should take the words home with them and write them at least 5 times for homework, check themselves to see if they can spell them correctly, and if they can't, they should write them five more times.
6. Follow steps 6, 7, and 8, in the preceding plan, "Spell 20 simple words correctly."

Goal:	To write fifteen simple sentences with no more than five errors.
Objective:	Write simple sentences.
Materials:	Paper and pencils. Workbook.*
Prerequisite:	Students should know the alphabet and should be able to say and spell simple words.

Plan:

1. The students should be able to define a sentence as a group of words that either asks or tells us something.
2. They must know that the words must tell or ask something about a person, place, or thing.
3. The teacher should ask questions about the students or their activities and have them answer orally in complete sentences.
4. If they do not answer in complete sentences, the teacher should ask if their answers would make sense to someone who just entered the room and had not heard the question. If the answers are not clear standing alone, then there must be something left out, and the students should try again with assistance from the teacher if needed.
5. When students are asked to write sentences, they should be reminded to begin sentences with capital letters and end them with periods and question marks.
6. The teacher could put some words on the board the students would need to answer certain questions. Then she could ask such questions as: "What is your name?", "Where do you live?", and "Where do you work?" The students should write simple sentences answering these questions.
7. Each time key words are taken from the reading material to spell, the students should write sentences using them. This is an exercise that would be good to assign for homework.
8. The teacher should assign lessons for the students to read and do in the workbook, Unit 1.

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* Workbook-Smith, Harley A. and Wilbert, Ida Lee King, Everday English, Austin, Texas, Steck-Vaughn Company

Goal: To write a friendly letter using the proper form with no more than five errors.

Objective: Write a friendly letter using proper form.

Materials: Paper and pencils. Workbook.* Chalkboard and chalk.

Prerequisite: Students should be able to spell simple words and write simple sentences. They should know when to use capitals, commas, and periods.

Plan:

1. The students should learn the 5 parts of the letter: (1) the heading, (2) the salutation, (3) the body, (4) the complimentary close, and (5) the signature.
2. The teacher should review the use of capitals to begin names of streets, cities, states, and names of months; the first word in the salutation; each sentence; the first word in the complimentary close; and all names.
3. The teacher should remind students to use commas to separate the names of the town and state, month, and year, after the salutation, and after the complimentary close. They should, also, be reminded to put periods after abbreviations and sentences.
4. The teacher could illustrate the parts of the letter, proper punctuation, and capitalization, by putting a skeletal letter on the board.
5. For their first few letters, the students should be given very definite situations to write about. It could be a letter extending an invitation to a friend to something very special or it could be a letter telling a friend about an available job in which he might be interested.
6. The students should discuss what they might need to say about the situation.
7. They should, also, talk about different salutations and different complimentary closes they might use.
8. Then, the student is asked to write a letter.

9. The teacher should illustrate on the board how to address an envelope.
10. Each student will address the envelope to the friend.
11. Exercises in the workbook can be used to reinforce the rules for proper letter writing.

* Workbook-Smith, Harley A. and Wilbert, Ida Lee King, Everyday English, Austin, Texas, Steck-Vaughn Company, Unit 6

Goal: To write a personal business letter using the proper form with no errors.

Objective: Write a personal business letter.

Materials: Paper and pencils. Chalkboard and chalk. Pens.

Prerequisite: Students should be able to spell simple words and write simple sentences. They should know when to use capitals, commas, and periods.

Plan:

1. Students should review the five parts of a letter.

2. They should review proper capitalization and punctuation in the same way as Plan 2 and 3 in the plan "Write a friendly letter using proper form."

3. A skeletal letter should be put on the board showing how a business letter should be written. The teacher should point out how the salutations and comlimentary closes for business letters differ from those used for friendly letters.

4. The students should be asked to write letters to an employer asking for a job. They should tell their qualifications. Before writing the letter, the students should discuss possible things they might say.

5. Each student then will write a letter.

6. The teacher will show how a business envelope should be addressed. She will illustrate on the board.

7. The student will illustrate on paper how the letter he or she has written will be addressed on the envelope.

8. They should be told that after a business letter is written and corrected, it should be re-written with a pen.

Goal: To write a short essay with no errors in spelling and punctuation.

Objective: Write a short essay.

Materials: Paper and pencils. Chalkboard and chalk.

Prerequisite: Students should be able to spell simple words and write simple sentences. They should know where to use capitals and how to punctuate sentences.

Plan:

1. Before Thanksgiving, it would be good to have a class discussion about the meaning of Thanksgiving. Students should tell for what they are thankful.

2. As they name things, the teacher should put key words on the chalkboard.

3. The students should then be asked to write a paragraph about the things for which they are grateful. They can use the words on the board for correct spelling.

4. During the Christmas Season, there should be a group discussion. The question "What are the things you like about Christmas?" should be asked. The students should answer that question.

5. As the students give answers, the teacher can write important words on the board.

6. Students will be asked to write a paragraph telling all the things they like about Christmas.

7. At the end of school, they might be asked to write a paragraph telling what they plan to do during the summer.

Goal: To express thoughts, ideas, and feelings using good sentence structure without errors.

Objective: Do journal writing for self-expression.

Materials: Paper and pencils.

Prerequisite: Students should be able to spell simple words and write simple sentences. They should know where to use capitals and how to punctuate sentences.

Plan:

1. The teacher tells the students that we are all going to write for 15 minutes. The students are asked to write about anything they would like to - what happened that day at work, how they feel about something, what they would like to do, where they would like to go, or something about friends.

2. The teacher assures them that whatever they write will be good. They are reminded to express themselves in sentences, put capital letters at the beginning of sentences, and to place periods at the end.

3. The teacher writes something at the same time.

4. After everyone has finished, the teacher reads what she has written. She then asks the students to read what they have written. Reading what they wrote will help them to see if they have used sentences properly or have made other mistakes.

5. Suggestions can be made about how improvement can be shown. For instance, "You need to begin your sentences with capitals", "You need to put periods after your sentences", "Have you made a complete sentence or should you add something?", or "You should spell these words this way." However, the teacher should not mark up the paper showing a lot of mistakes, for that makes the student have a hopeless feeling. It is more important that they express themselves creatively. As they write more, their form will improve.

6. The teacher might put what she has written on the board illustrating proper form. Next time, she will write correctly what one of the students has written.

7. The students will probably write only a few sentences to begin with and later, might write more than one paragraph as they become more confident.

IV. PERSONAL QUALITIES LESSON PLANS

Goal: The student will improve his or her personal qualities.

Objectives:

1. The student will cooperate with the teachers and the other students 95% of the time.
2. The student will obey the established rules 100% of the time.
3. The student will be congenial with others 95% of the time.
4. The student will increase the time of concentration by 30% in one school year.
5. The student will accept 50% of the responsibility for learning.

Materials: Happy face stickers.

Plan:

1. The first time the class meets, the teacher goes over the most important rules of behavior for the students. These rules concern behavior during the break as well as during class. A few examples of the rules are as follows:

   "Be on time to class.
   Keep your voice down. There are other students trying to study.
   No weapons are allowed on the campus.
   Always bring your notebook and pencil to class.
   Consider each other's feelings.
   During the break, stay in the designated areas.
   Be congenial with each other. (Explain the word.)
   Do not make it necessary for the teacher to come after you when the break is over.
   Show respect for the other students as well as the teacher."

2. It will probably be beneficial and even necessary to repeat the above session about every two months.
3. Some of the students may live in an Intermediate Care Facility for the Mentally Retarded and be on a point system. The staff at the facility will probably work with the teacher in modifying those students' behavior. This will provide more consistency and have faster results.

4. To reduce the bickering among the students, short term goals may need to be set before long term ones can be realized. For example, if an extremely argumentative student can refrain from arguing for half of a class period at a time, he or she will improve. A compliment or a pat on the back will have a greater effect than a ten minute lecture. The happy face stickers or stamp may prove helpful in this instance.

5. The student's ability to concentrate will increase if the teacher will provide encouragement and an atmosphere that promotes concentration. This will be extremely gradual in most cases.

6. The above is also true in increasing the attention of the students. Frequent uncomplicated questions on what has been said or read will not only encourage the attention of the students, but will be a useful tool in checking to be sure the students understand what was read or said.

7. Homework is very beneficial for these students because it provides more practice on skills taught during class. It is most important for the homework to contain skills with which the students are already familiar. The strongest reinforcement for homework is a favorable comment by the teacher on homework. If they make a good grade, write "Very Good" on the paper. If they make a poor grade, but the paper shows effort on the part of the student, write "Good Effort". Even the word "Better" will be reinforcing. In some cases, the mentally retarded student does not have enough control over his or her time and situation to to do all assigned homework. The teacher needs to be aware of these cases and assist the student in finding the time and opportunity to do his homework. Perhaps a friendly chat with the parent or guardian will help.

V. APPENDIX

Name ________________________________

Match the following words:

Men	Ladies
Women	Rest Rooms
Ladies	Men
Gentlemen	Women
Rest Rooms	Gentlemen

Circle the rest rooms that Mary would go to:

Women Gentlemen Ladies Men

Circle the rest rooms that John would go to:

Women Men Gentlemen Ladies

I go to the ________________________ rest room.

Copy and say the words:

Men	Ladies
____________________	____________________
Women	Gentlemen
____________________	____________________

Rest Rooms

____

READING - 2

Name ______________________________

Match the following words:

Walk	Beware
Warning	Exit
Beware	Walk
Don't Walk	Warning
Exit	Don't Walk

Circle the sign that tells you to cross the street:

Don't Walk   Exit   Walk   Beware

Circle the sign that tells you to wait:

Exit   Walk   Beware   Don't Walk

Circle the sign that tells you where to go out:

Walk   Warning   Exit   Beware

Copy and say the words:

Walk	Don't Walk
____________________	________________________
Exit	Beware
____________________	________________________

Warning

____

READING - 3

Name ______________________

Date ______________________

Read the words:

my name I at live

is date in her his

Match the words:

I	at	date	in
my	her	his	live
name	my	in	his
her	I	is	date
at	name	live	is

Complete the sentences:

1. My name is ______________________.

2. I live at ______________________.

3. His name is ______________________.

4. I live in ______________________.
(city)

5. Her name is ______________________.

Name ________________________________

Date ________________________________

Read the sentences:

1. I like to go to the store.
2. He likes music.
3. She likes the radio.
4. He lives in ____________________.
5. My name is ____________________.

Match the words:

like	to	go	she
he	radio	music	the
store	he	she	see
radio	store	see	go
to	like	the	music

Complete the words:

1.	rad____	4.	h____	7.	sh____
2.	t____	5.	li________	8.	sto______
3.	mus______	6.	g____	9.	th____

Name ______________________________

Date ______________________________

Read the words:

a listen for T.V. see to

Fill in the correct words:

1. I like to ____________________ to music.
2. He wants to see my ____________________.
3. I like to go ________________her.
4. She listens ________________music.

Complete the words:

1. na___e
2. a ___
3. sto___e
4. h___s
5. a___
6. t _ e

READING - 6

Name ______________________________

Date ______________________________

Read the words:

stop help wait run want eat food

Fill in the correct word:

1. I like to eat ______________.
2. He wants to ________her.
3. I __________ to stop at the store.
4. She likes to ________ to the store.
5. I ____________ to listen to music.

Match the words:

stop	food
run	want
food	help
wait	stop
help	wait
want	eat
eat	run

Name ______________________

Date ______________________

Read the words:

Coke ride trip drink on sister mother

wash dance dry brother

Complete the words:

1. tr____
2. ____sh
3. moth____
4. ____ke
5. o____
6. ____ink
7. sis____
8. ____nce
9. ri____

Fill in the correct word:

trip dance Coke sister wash

1. My brother likes to drink ______________ .
2. I want to go on a ______________.
3. My ________________likes to dance to music.
4. My brother asked his date to go to a ______________ .
5. Mother wants to ________________.

READING - 8

Name ______________________________

Date ______________________________

Read the word:

daddy nice milk tell him me say

Match the words:

tell	him
nice	milk
say	tell
him	daddy
daddy	say
milk	nice

Read the sentences:

1. My brother is nice to me.
2. My sister and I like to drink milk.
3. My daddy and mother want to go on a trip.
4. Her date says, "She is nice".
5. My mother tells my sister to drink her milk.

MATH - 1

Name ____________________

WORK SHEET

Circle the 1:

1 3 1 2 3 1 2

2 1 3 1 2 1 3 1

3 2 1 2 1 3 1

Circle the 2:

1 2 3 1 2 3 1 2 3

2 3 1 2 3 1 2 3 1

3 1 2 3 1 2 3 1 2

Circle the 3:

1 2 3 1 2 3 1 2 3 1 2

3 1 2 3 1 2 3 1 2 3

1 3 1 2 2 3 1 2 3 1 2

Copy:

1 2 3

________ ________ ________

________ ________ ________

MATH - 2

Name ______________________________

Circle the 4:

1 4 2 3 4 1 2 4 3 2

4 2 3 4 1 2 4 3 2 4

3 2 4 1 2 4 3 1 4 3

Circle the 5:

4 2 3 5 3 4 2 5 3 3

5 4 2 3 5 3 4 2 5 4

2 3 5 4 3 2 5 3 4 5

Circle the 6:

6 5 4 6 5 4 6 4 5 6

5 6 4 5 4 6 5 4 6 4

4 5 6 4 6 5 4 5 5 6

Copy the numbers:

1 2 3 4 5 6

______ ______ ______ ______ ______ ______

______ ______ ______ ______ ______ ______

______ ______ ______ ______ ______ ______

______ ______ ______ ______ ______ ______

Name ______________________________

Circle the 7:

7 5 6 7 8 6 5 7 5
8 6 7 9 6 7 8 6 9
6 7 6 8 7 5 9 8 7

Circle the 8:

7 6 8 9 6 7 9 8 7
8 9 6 7 8 9 6 7 8
9 8 7 6 9 8 7 6 9
6 7 8 9 6 7 8 9 6

Circle the 9:

9 8 7 9 6 7 9 8 9
8 7 9 6 7 8 7 9 8
7 6 8 9 7 9 6 7 9

Circle the 10:

9 10 8 10 7 9 10 8 10
10 9 10 8 10 8 7 10 8
7 8 9 10 9 8 10 7 8

Copy the numbers:

1 2 3 4 5 6 7 8 9 10

MATH - 4

Name ____________________

Add:

$$\begin{array}{r} 1 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 1 \\ \hline \end{array}$$

Name ________________________________

Add:

2 + 1	4 + 1	3 + 1	5 + 1
1 + 4	2 + 3	6 + 1	1 + 6
2 + 2	4 + 2	2 + 4	3 + 3
5 + 1	1 + 1	2 + 5	5 + 2
6 + 1	3 + 2	3 + 4	4 + 3

Name ______________

Write the answers on the lines:

1. Rick had 2 pairs of shoes. His brother gave him 1 pair. How many pairs of shoes does Rick have now? ______________

2. A. J.'s apartment had only 1 chair. He bought 2 more. How many chairs are in A. J.'s apartment? ______________

3. Mary Lou had 2 skirts. She bought 2 more at a garage sale. How many skirts does Mary Lou have now? ______________

4. Jim ate 3 cookies. Later he ate 2 more. How many cookies did Jim eat? ______________

5. Patricia's rose bush had 3 blooms on it. Another 1 bloomed. How many roses did Patricia's bush have?

(The teacher may read the problems to the students.)

MATH - 7

Name ______________________

Add:

2	3	1	4
4	2	4	2
3	3	2	3

12	23	41	32
54	41	26	37
31	35	12	20

72	38	45	52
17	21	32	26
20	40	22	11

15	28	32	76
25	52	43	13
21	44	34	20

Name ______________________________

Write the answers on the lines:

1. Wayne had 7 shirts. He got 2 more for his birthday. How many shirts does Wayne have now? __________

2. Judy had 4 cokes. She bought 5 more. How many Cokes does Judy have? __________

3. Melisa's cat had 5 kittens. Her other cat also had 5. How many kittens does Melisa have now? __________

4. David had 3 dollars. His dad gave him 2 more dollars. How many dollars does David have now? __________

5. Edwin had 6 cookies. His grandmother gave him 4 more. How many cookies does Edwin have now? __________

(The teacher may read the problems to the students.)

Name ______________________

A. Circle the number that is the most, or largest, in each line:

3 7 1 5 9 2

15 18 16 13 11 14

29 21 27 24 25 22

55 73 42 68 39 94

B. Circle the number is the least, or smallest, in each line:

8 5 2 9 6 4

17 11 19 13 15 18

28 26 23 29 22 24

97 58 42 67 73 34

Name ______________________________

A. Circle the number that is the MOST: (+)

234	324	432	423	243	343
567	756	675	765	576	657
987	897	789	879	798	978
321	213	312	231	132	123

B. Circle the number that is the LEAST: (-)

234	324	432	423	243	342
567	756	675	765	576	657
987	897	789	879	798	978
321	213	312	231	123	132

REMEMBER WHEN YOU ADD YOU GET MORE.

WHEN YOU SUBTRACT OR TAKE AWAY, YOU GET LESS.

Complete the following with MORE or LESS.

12 + 24 = __________ 24 - 12 = __________

32 - 14 = __________ 14 + 32 = __________

46 + 73 = __________ 73 - 46 = __________

MATH - 11

Name ____________

Circle the one that has the most:

1. Carl has 8 puppies. Sue has 10 puppies.
2. Mary has 9 blouses. Laura has 7 blouses.
3. Jeff has 5 books. Victoria has 3 books.
4. Viola has 6 quarters. Chris has 9 quarters.
5. Joe has 7 pencils. Sherry has 6 pencils.
6. Debbie has 4 brothers. Gary has 3 sisters.
7. Doug has 5 pictures. Manuel has 7 pictures.
8. Buddy has 8 tapes. Susie has 7 tapes.

(Teacher may read the problems to the students.)